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ABSTRACT

Stressing the theme of resourcefulness on the part of Australian school librarians and media specialists, this volume contains papers and addresses on learning through technology, the Australian school catalogue information service, the curriculum development centre in Canberra, women and the curriculum, Australian resource utilization, directions of curriculum development in South Australia, children's literature, mass media in Australia as an educational resource, information retrieval in the school library, educational technology, resource-based learning, ethnic resources, school librarians and public broadcasting, alternative resources, development of South Australia's public libraries, school/community libraries, and the school's involvement in the community. Participants and exhibitors are listed. (FM)

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BEING RESOURCEFUL

SIXTH BIENNIAL CONFERENCE OF THE AUSTRALIAN SCHOOL LIBRARY ASSOCIATION

HELD AT THE
AUSTRALIAN MINERAL FOUNDATION
ADELAIDE

28 AUGUST - 2 SEPTEMBER 1978

EDITED BY
JOHN COOK

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TABLE OF CONTENTS

Foreword iii

Conference Theme iv

Introductory Address
- Peter Matthews 1

Opening Address
- Sir Mark Oliphant 3

Response
- John Bannon 7

Keynote Address - Learning through Technology
- Robert Morgan 10

Australian School Catalogue Information Service
- The ASCIS Experiment
  - J.G. Dwyer 26
- Monitoring and Evaluation of ASCIS
  - Nancy D. Lane 30

Curriculum, Resources and Information: an overview of the work of the Curriculum Development Centre, Canberra
- John Casey and Geoff Spring 35

Opening of exhibitions
- John Gregory 46

Women and the curriculum
- Denise Bradley 48

Australian resource utilisation
- Peter J. Moore 57

Directions of curriculum development in South Australia
- Roy Smallacombe 68

Public lecture - Australia revisited: 1970 - 1978
- Phyllis Hochstettler 71

With pictures they are not the same words
- Margaret Mahy 77

Being resourceful - taking control
- Bill Streat 87

Children's literature dialogue
- Julie Dow
- Colin Thiele
- Margaret Mahy
- Ern Finnis 92

Mass media as an educational resource
- Margaret Chisholm 106

Mass media in Australia
- Mungo MacCallum 118

Information retrieval in the school library
- Dagmar Schmidmaier 127

Educational technology: back to square one
- Deane W. Hutton 134

Designing resource - based learning
- Michael J. Cooke 141

Ethnic resources in school libraries: introductory paper
- Ann Beaumont 155

Ethnic resources in schools
- Nancye Stanelis 159

Resources for aboriginal studies
- Joyce Cupples 163

Multi-cultural education materials - resources from the communities for the community
- Irene Donohoue Clyne 166

School librarians and public broadcasting
- Keith Conlon 170

Alternative resources
- Gael Fraser 174

Development of public libraries in South Australia
- J.A. Crawford 181

School/Community Libraries
- J.G. Dwyer 186

Community Education
- Chris McCabe 190

The School's Involvement in the Community
- Richard Pickburn 194

Closing Address
- Margaret Chisholm 197

Conference Anthems
- Wes Young and Doug Down 200
- Joyce Cupples

Conference Program 203

Participants 207

Exhibitors 210

Acknowledgements Back Cover

FOREWORD

The Australian School Library Association was formed in 1969, and to meet one of the objectives laid down by the founding associations, a national conference is held each two years. In 1978, the Society for Mass Media and Resource Technology, the member association of South Australia, hosted the conference, with the theme 'Being Resourceful'.

One of the assignments of each conference organising committee is to complete the conference by producing the papers, seminar reports and other documentation which expressed the theme into a format of conference papers. The conference committee, under the guidance of Peter Matthews and Jill Stevens, created a conference which was outstanding and unique in challenging the profession as it moved into the 1980s. The papers presented in this volume and edited by John Cook will provide guidelines for the development of the profession over the next several years.

The Officers of this Council and members of the Association owe a great debt of gratitude to John Cook for his role as editor of the papers. He has been both tenacious and painstaking in ensuring that this publication reaches the high standards one would expect of the school library profession. The theme 'Being Resourceful' expresses the concept that school library services, as they move into the 1980s, will need to be much more resourceful in the effective utilisation of the resources available to them to meet the needs and objectives laid down for each school library services. The responsibility for ensuring that staff and students in each school have access to the resources they need for their teaching/learning programmes is a challenging and onorous one, and one that the school library profession can only meet when it is being resourceful.

John Ward
President

CONFERENCE THEME

'Being resourceful ... '

- about mass media and community access
- about curriculum development and making the most of existing resources
- about community resources and community involvement
- about multi-cultural resources
- about children's literature.

With finance becoming scarcer and accountability becoming more important every (school) librarian needs to be as resourceful as possible to obtain maximum use with minimum outlay. ASLA VI offers you the opportunity to find out about resources and being resourceful in a number of areas of importance, from an impressive group of overseas, national and local speakers. Delegates will be able to practise being resourceful in lectures, seminars, discussions, tours, exhibitions and social events.
(from the Conference Program booklet)

The conference logo illustrates making fire as an example of being resourceful.

Designer: John Payne

OPENING CEREMONY

INTRODUCTORY ADDRESS

PETER MATTHEWS - ASLA PRESIDENT

Sir Mark Oliphant, Mr John Bannon - Member for Ross Smith and representing the Premier, distinguished guests, ladies and gentlemen; welcome to the sixth biennial conference of the Australian School Library Association.

May I extend a special welcome, to Australia and to Adelaide respectively, to our visitors from overseas and from interstate. We hope that your stay in our Festival City - referred to by someone recently as 'the Athens of the Southern Hemisphere' - will be enjoyable and stimulating and perhaps the forerunner of many more.

In keeping with this auspicious occasion we nave a gratifying number of distinguished guests who have honoured us with their presence today and, with your kind indulgence, I shall make special mention of them.

Sir Mark and Mr Bannon I shall introduce to you shortly. In addition, we are very pleased to have with us:

The Hon. John Carnie - representing the Leader of the Opposition;

Mr Van Davy, President of the Australian Teachers Federation;

Mr John Balnaves, President of the Library Association of Australia;

Mr John Steinle, Director General of Education in South Australia;

Sr Mary Therese, representing the Director of Catholic Education;

Mr Jim Crawford, Chairman of the Libraries Board of South Australia;

Mr Ray Olding, State Librarian;

Mr Jim Dwyer, Supervisor of School Libraries;

Miss May Mills, Patron of SMMART, our South Australian Association;

Mr Walter Welburn, Principal of Para Vista High School and Foundation President of SMMART; and

Mr John Kirk, Author, Producer and Director of the multi media presentation which you have just enjoyed and which so graphically underlines the conference theme.

Apology from:

Mrs Dorothy Riddle, First Organiser of School Libraries in South Australia.

Let me take this opportunity to point out that the conference logo illustrates our theme too and, in order to dispel further imaginative speculation, I shall explain that it is a stylised representation of the resourcefulness of primitive man - twirling a stick to make fire. Perhaps it could also be seen as a sign to us that to make this conference significant, we - as resource people - should be striking sparks to fire the imaginations of many more of today's educators.

I would like to point out some ways in which this conference is significant already. It is the first national gathering of librarians to be held in Adelaide since the LAA Conference in 1969 - nearly a decade ago. It is the first time ever that an ASLA Conference has been mounted in South Australia, indeed the first time in its nine year history that it has strayed from the Eastern States. Never before has an ASLA Conference program boasted five eminent overseas speakers - a feature that in this instance also exemplifies our 'Being Resourceful' motto, since three were going to be in Australia at this time anyway!

In choosing our theme, devising the program and selecting the speakers, we had in mind contemporary concerns of most Australian teacher-librarians and hence of ASLA, and of many of today's educationists, with the following problems.

- How, now that the educational spending boom is over, do we make the best use of what we have, both in the schools and in the community?

- How, in this era of accountability, can we convince the community at large of the relevance for education of the facilities that have been provided and the modern methods and philosophies that underlie their use?

- How do we persuade our colleagues in teaching and administration, that they and their schools are in danger of becoming increasingly irrelevant to real education unless curricula and methods are adapted to take advantage of educational technology and modern communications media?

School libraries are at the centre of these vital concerns and we who work with them are potential agents of educational advances. We, of the Conference Committee, are looking to the program and to our speakers to show us how to be resourceful and to inspire us to realise some of our potential.

To conclude these introductory remarks, it is fitting, while we are all gathered together as one today - perhaps for the only time during the conference, that I pay tribute to the Conference Committee. I would like to thank them publicly and personally for the enthusiastic dedication that they have brought, and will continue to bring, to the organisation of this historic occasion - I thank Jill Stevens, our Conference Co-ordinator, particularly, for so ably organising them and me.

But now, since the proof of the pudding is still very much in the eating, it is time I allowed you to enjoy your second bite and it is with some pride - again in our resourcefulness - that we have Sir Mark Oliphant to open our conference. To launch a national conference one needs a well known figure who, if possible, also has affiliations with the region in which the conference is located and I challenge anyone to find a person who fits our bill more appropriately than Sir Mark. You will probably know of him as the first South Australian to be appointed Governor of South Australia, a post which he filled illustriously from 1971 to 1976. You may not know that he was born here in Adelaide and educated at Unley and Adelaide Boys' High Schools - which of course makes him a genuine local boy. As a national identity you will recall his stimulating habit of speaking his mind and making penetrating observations about a wide variety of concerns including education - but perhaps not until now on matters relating to school libraries.

Ladies and gentlemen, it is therefore with great pleasure and anticipation that I invite Sir Mark to speak to us this morning.

OPENING ADDRESS

Sir Mark Oliphant

SIR MARK OLIPHANT

Mr Chairman, distinguished guests, ladies and gentlemen.

After that magnificent visual presentation at the beginning, followed by the address by your Chairman, I feel that practically everything has been said that one can say about the theme of this conference, but I am quite sure that people will find many other ways of developing it.

I must confess that I have been one of those who have complained bitterly about the low standards of literacy and numeracy in the products of our schools. I made this complaint as often when serving as Head of Departments in English universities as in Australian universities. Always I have been confronted with a flat denial of my statements by Ministers of Education, Directors of Education, by Heads of Schools and by Teachers' Associations. All these point out that the percentage of illiterate members of society has fallen over the past 50 years or so. Probably they are right in the figures that they quote. A university professor meets far more students today than in the past and it is, or has been, far easier to get into a university than in the past, but this does not answer my criticism.

Sixty years ago, when I began my university education, there was no demand for literacy amongst men who were to be heavers of wood, diggers of trenches, herders of cows or riders of horses. Even the tradesmen, trained on the job as apprentices, needed a minimum of ability to read or to write. Today's complex civilisation makes very different demands, as the Telecom dispute has shown us very clearly indeed. To be able to read the sophisticated literature of electronics, or to understand, from the book, details of a jet engine, or of laser surveying techniques, requires a far higher standard of reading, writing and mathematics. Not *better* than 50 years ago, but far, far, far better.

Travelling on aircraft carrying interstate or overseas teams of so-called sportsmen, and listening to their language and ability to communicate to one another, makes me realise that the old fashioned slangy description, which I hope you will forgive me for using at the moment, 'larrikins', is still a reasonable way to describe these ambassadors for Australia. What the corresponding expression is for girls I do not know.

So great is the rate of technological change, that our schools must prepare the young, not for jobs today, or for society tomorrow, but for what will be required of them in 10 to 20 years ahead. An impossible task you will say. Maybe, yes. But we have to try and this involves far less of the inculcation of knowledge, than the ability to think and to reason, of how to use and improve existing knowledge and of how to seek new answers to both old questions and to questions which have never been asked before. For this reason I am a great admirer of Dr De Bono, Director of the Cognitive Studies Institute in Cambridge, England, as well as being one of the Professors of Medicine. I think that we all have a very great deal to learn from him. It was one of my privileges as Governor of South Australia to have him to stay with us and talk with us on two occasions.

Libraries are the repositories of all human knowledge. They are of very ancient origin, libraries having been established by all the great civilisations from Egypt, India and China, to the Middle East. Like civilisation itself, libraries came to Europe much later and to Australia less than two centuries ago. School libraries have existed for an even shorter time. The idea that a collection of books should be part of the equipment of every school maintained by the South Australian Government was not prevalent in my time. Between about 1908, till I went to the University of Adelaide, I was unaware of the existence of any library whatever in my primary schools at Mylor in the hills, or Goodwood not so far away, or at Unley or Adelaide High Schools. I do not believe there were such things.

On the other hand, in my home, and we were a poor family by modern standards, we were surrounded by books, many, if not most, bought second-hand by my father. We were avid readers of books borrowed from the local Institute Library, mostly fiction, travel and natural history. Our only extravagance for the children was a subscription to the *Boys' Own Paper*, much of the contents of which I still remember with great pleasure. In it was a detailed description of how to make a biplane glider, which was to be launched by running down a slope with the structure held with the forearms. Ours never left the ground, the timber struts we could obtain being too heavy, the fabric too thick and the cross bracing of fencing wire not the equivalent of the thin piano wire specified.

I have no memories of learning to read, though I could do so when I began school. Perhaps this was because my mother had been a school teacher and we just grew up with books. There was an old book amongst them on the animals of the world, illustrated profusely by drawings of each animal complete, side by side, with its skeleton. The scale of each beautiful sketch, printed beneath, enabled the relative sizes to be envisaged. Through this I not only learnt a great deal about animals, but the necessity to measure each picture, multiply by the appropriate scale factor and then mark out the size on the wall, not always to my parents' delight, taught me much more arithmetic before I began learning at school.

Although my father was the scholar, my mother, who had been a school teacher, was the parent who encouraged us most in the use, as well as the pleasure, of reading. I suppose it was because of the bookishness of our home that I never was conscious of the absence of a school library.

Johnson is said to have written "A book should teach us to enjoy life, or to endure it". According to the Prime Minister, endurance is a better teacher than enjoyment. But I have found enormous pleasure in books, as I have in people. I cannot imagine civilisation except as a world in which books exist.

There are other media for the dissemination of knowledge. Films and magnetic tapes can record information and pass it on, but these can never replace the book which can be re-read, analysed and re-analysed and live forever.

Before the discovery of writing, our knowledge of the past depends upon the interpretation by archeologists of artifacts, buildings and so on, which people left behind them, and before that on fragmented skeletons and skulls found buried in various parts of the world, especially in Africa. But such interpretation is subject to personal prejudices and ideas and cannot compete for accuracy with the written record.

My own professional interest has been science, a branch of knowledge which could not exist without the written word, and mathematics which is, after all, only another form of language, a shorthand method of expressing and manipulating ideas, especially abstract ideas, like the mysterious properties of the square root of minus one, for instance. Mathematics, like literature or history, must be published to become known and accepted by other mathematicians.

There are two major aspects of education. First, is to impart knowledge and teach the ways in which information can be obtained in books. Secondly, it is necessary to learn how to use such knowledge in the solution of problems. It is not much good to know from one's reading that the mosquito transmits malaria, unless one takes steps to prevent it from doing so. It is this second result of reading which is most difficult to impart. Knowledge is increasing in all areas at an exponential rate. The information to be found in books is necessarily out of date or incomplete. For between completion of writing and publication, which may have happened some time ago as everybody who is an author knows, very much may have happened.

For this reason, periodicals and journals are essential in any library, as essential in a school library as in that of a university. In visiting many school libraries I have been terribly disappointed at times with the journal sections of the library. It is especially necessary in the scientific field to provide those non-specialist journals like *New Scientist, Nature, Science* and *Scientific American*. I imagine that there are similar publications in most other disciplines which, like the newspapers, keep readers up to date. The school student, who is encouraged to read these, becomes aware that knowledge and culture are not fixed, unchangeable attributes of man, but evolve and change rapidly. To my mind a library in which such journals are not a central part of its holdings, is not worthy of the name.

Both books and journals are expensive and a good library is necessarily very expensive to establish and to maintain. Moreover, a good librarian, who knows and cares for his or her library, is probably the most important member of any school staff, to be valued and encouraged beyond all others. I can understand that education must share with other activities some of the austerity of today, but none of this, I believe, should fall on the library. We can do without elaborate buildings and without elaborate equipment and, with the right parents, even without teachers, but we cannot do without libraries.

Today we have microfilm and its equivalent on cards and tape, and batteries of complex equipment for using them. But, useful though these may be, they cannot replace the printed word, which can be read and re-read, digested and re-digested, and where the book or periodical is our own, it can be so cherished as to become part of us.

There is, however, one sad aspect of the reading of many adults and, unfortunately, of some children also. This is a strange perversion which makes child pornography attractive to some readers and it is avidly sought out and perused by very many teenage children. Such publications are not often found in school libraries, though there have been cases where they have had to be removed. However, they are to be found in school yards circulating more or less openly amongst students. Often these magazines and books are beautifully produced and printed in full colour, eye catching and titillating and often quite dramatic. Through the police, I was able to see a large collection of such material, largely seized in school yards.

It made me very sad to see children exploited commercially in this way and sadder still to find that many of these publications are produced and printed in Australia. Some of these, depicting children of both sexes, for instance, peeing into one another's mouths, were particularly offensive, because of the very young ages of the participants, some of whom were very beautiful children, not realising for a moment why they were engaged in this business, but being exploited by money-hungry adults. But quite apart from those with sexual implications, there was sadistic torture and cruelty of many kinds and a vicious use in many of them of dirty language.

I mention this because it is a peculiarly contagious disease. It could, I suppose, be countered to some extent by the law, but much more successfully by the influence of school libraries and librarians. The inculcation of good reading habits, where the words are at least as important as the illustrations, which do not avoid sex and violence but put them in proper perspective, can make pornography boring, probably sampled like the forbidden cigarette around the corner, but never pursued. Of course, for those criminals who produce the degrading literature, or who distribute it, only the full force of harsh laws can be effective.

Finally, I would urge that the needs of the library be accorded first priority in any institution, whatever else of equipment, teaching aids, or even teachers, must be foregone because of financial stringency. I do urge librarians, also teachers and parents, to encourage the ownership of books and subscriptions to periodicals, whenever these can be afforded. One's own little library is a wonderful supplement to the library of any school and one of the things I have noticed amongst my neighbours is the absence of actual books in the home, owned by either the parents or the children.

Mr Chairman, I have very great pleasure in declaring this conference open.

RESPONSE

Mr John Bannon, M.P., representing the South Australian Premier

MR JOHN BANNON

Thank you Mr Matthews, Sir Mark, distinguished guests, my parliamentary colleague, Mr Carnie, ladies and gentlemen.

At the outset, I would echo the remarks made by Mr Matthews in introducing Sir Mark Oliphant. We know him well here in South Australia after his distinguished term as Governor of this State and, both during that period and of course since, Sir Mark has been a very welcome and important speaker at many gatherings, institutions and conferences such as this, and I think that we are all very privileged that he accepted the invitation made by your committee to open this conference.

I must confess, as his talk developed, to being lulled into the feeling that we were not going to get the usual controversial hard hitting statements that Sir Mark sometimes makes, and that he has mellowed a little bit and was simply going to confine himself to reminiscences of the importance of libraries and learning, both for his own development and for the modern age. But I think we all recognised his familiar style when he moved into the area of pornographic literature and particularly child pornography. It was not surprising that he dealt with a controversial issue. It is interesting that he chose that one and I think it is particularly appropriate. It has been a matter of considerable concern throughout Australia and we, in this State, have been grappling with the problem. The law has been amended recently to increase penalties for the production of such pornography. The Classification of Publications Board refuses to classify such publications (I almost had the word 'literature' on the tip of my tongue - quite singularly inappropriate for this sort of thing).

I thought particularly important and welcome was Sir Mark's remark that this problem cannot really be dealt with by the law, however rigorous. Naturally the law must apply, and must apply to all those who produce and disseminate such things, but the really effective work must go on at the community grass roots level, and I think his message was extremely important today in highlighting the role that libraries, resource centres and people like yourselves have in developing healthy attitudes among the young; the ability to discriminate between what is good and what is trash and the ability, therefore, to reject and not to be a prey to the sort of titillation that these publications supposedly arouse and, of course, try to profit by. I think that was an important message for us all today and one that, whatever area of community life we are in, we should pay attention to, but most particularly in the area of libraries.

It is very welcome indeed that this conference is being held for the first time in South Australia this year, both welcome and appropriate. I think it is fair to say that libraries overall in South Australia have tended to languish in recent years. There have been many developments of which we are very proud, in educational and related areas, but somehow the public library system, the Institute libraries and so on, seemed to be rather near the end of the queue in terms of what resources were devoted to them and what attention and planning was being paid to them. Those active in the field seemed at times to be a bit like voices in the wilderness and I think this was pointed up fairly sharply, and much to our chagrin, by the ill-fated Horton report on public libraries.

Fortunately that has changed in the last 12 months or so. Increasing monetary resources have been put into libraries in South Australia by the State Government. Pressure groups, such as the well named CROW (Concerned Residents of the West), highlighted an aspect of deficiencies in South Australia whereby a whole large region of population, comprising some 200,000 people, was just not serviced by any library resources whatsoever. That kind of activity has been bearing fruit and the Libraries Board and all the various community organisations and pressure groups involved in libraries have been tremendously active in getting something done at last about our library system. The modern ideas, those presented on the multi-screen presentation we saw to start this conference, of mobile libraries, of community libraries and so on, are being developed.

It is interesting in this respect that the concept of the school/community library has become increasingly important. Classic examples, in some cases fairly long standing examples, occur in country centres where, of course, the school is a very significant and large institution in a tightly knit community and has naturally had a tradition of sharing its resources and facilities and, most importantly, its library. Extra resources are being put into school/community library concepts, not only in some of our country towns, but also in the city. A good example is in the Parks area where a major community centre is being built, unlike anything else in Australia and, it is suggested, even internationally. It has certainly attracted a lot of international interest because of the various community services that it seeks to house under one roof in one large, integrated complex, in an extremely under-privileged part of Adelaide. One of the focuses of that community development will be the library. The library takes up the local public library which existed on a small scale down there, integrates into it the school library of the high school and further education facilities which are part of the community centre complex, and then adds to it the input from the State Library. The end result, under the tutelage of the new librarian there, Gael Fraser, who appeared in the film you saw, is going to be an extremely significant initiative in the area of school/community libraries here in South Australia.

Last week the Premier announced there would be a new Department of Community Development established in South Australia to try to pick up initiatives in this area and to co-ordinate and focus many of the community development activities that are going on. It is interesting that in that proposal, one of the key areas which is to come within this new Department, is that of libraries in South Australia. It is a change in emphasis, in other words, from the idea of the central public library or the old style Institute library, to the library as a local community resource facility, integrated into the education system, into the local government area, into the community welfare area and, of course, into overall community enrichment and development. Libraries are going to be an extremely important factor in this particular area of government initiative, but the other pleasing aspect of the idea of the Department of Community Development is that it is not envisaged as some kind of paternal bureaucracy, yet another example perhaps of government trying to impose upon people things that they are not ready for, or are not particularly interested in having, but in fact is simply attempting to stimulate and focus those community activities which are already evolving within the community itself. I repeat, libraries, media resources and so on, will play a key role.

That is why I think it is extremely timely for your conference to be held here in Adelaide. Because these sorts of things are still embryonic, we can certainly gain enormous value from people, visitors from overseas and interstate, who perhaps are more advanced in some of these programs than we are. Your interaction with what you see will contribute to the development that is taking place. Perhaps, more importantly, you will focus attention by your presence and by the publicity your conference attracts, on the need for higher priority to be placed on the role of libraries in our community and education systems.

So on behalf of the Premier and the State Government I welcome you here, I point out that whatever other untoward effects there may be from budgetary considerations of the last few weeks, that there is no tax on wine and we do have plenty of it and good quality here, for those who are inclined to that sort of thing. I notice your programers have generously organised a bit of spare time to pursue the study and development of wine, its literature and enjoyment. I welcome you to the conference, I hope the spring weather that began today will continue. Thank you very much for coming to the conference. I hope you enjoy your stay here during the week in South Australia and I wish your deliberations every success.

KEYNOTE ADDRESS

LEARNING THROUGH TECHNOLOGY

Dr Robert Morgan, Director of Instructional Systems Development Center,
Florida State University, U.S.A.

ROBERT MORGAN

If one examines, on a world basis, the evaluation of education for the past 50 years, it is easy to become disheartened. Population growth has not significantly decreased and world overpopulation has reached near crisis conditions. The percentage of illiterate people in the world has only been slightly reduced and the absolute numbers of illiterates is greater today than ever before. Literally millions of people do not possess the basic minimum skills essential to an adequate condition of life - many hover throughout their lives on the margin of survival. All of this despite the fact that more resources are being dedicated to education and other forms of human resources development than ever before in man's history.

A persuasive argument can be made that 'little solutions' in education have not been solutions at all. The world desperately needs now the means of making orders of magnitude improvements in its educational accomplishments and this end must be attainable with human and material resources presently available and affordable. The processes and products of technology must be included among the inventory of resources which can contribute to quickening the pace of educational improvement.

Educational Technology

What is encompassed in the concept of 'educational technology'? It is possible to think of technologies *for* education which may range from analysis and planning techniques to highly sophisticated hardware systems such as the space satellite. It is equally important to think in terms of a technology *of* education. Educational technology may be regarded as the convergence of three other basic disciplines: (1) behavioural science; (2) management science; and (3) communications technology. Focusing the tools and knowledge of the relevant portions of these disciplines on the complex problems of education is the *raison d'etre* for educational technology.

The Behavioural Sciences

The behavioural sciences, particularly the discipline of psychology, has much to contribute to improving the educational process. Psychologists have, for over half a century, been investigating the variables associated with the learning process and several alternative theories of learning have been a consequence of this work. Also of interest to psychologists has been the concept of individual differences and a wealth of information is available on the variations in human characteristics. An outgrowth of this area of inquiry has been a sophisticated technology of tests and measurement. Bridging the gap between knowledge generation and the application of that knowledge in practical instances is always difficult and time consuming and much of what was known to psychologists has, historically, been slow to result in improved instructional practices.

The Communication Sciences

The field of communications, with its research on information storage and retrieval, message transmission and complex communication networks, has also much to contribute to education. Indeed, for many people the equipment of communication has come to represent the substance of educational technology. For years such equipment as opaque and overhead projectors, slide/tape devices, moving film projectors, radio and television have been used in classrooms for instructional purposes. More recently exotic communications systems using the computer and satellite have been added to this inventory. While these tools have been useful, their impact for improving the quality of student learning has been limited. They represent improvements in the means of message transmission, but efficient learning demands more than simple reception of information. A joint effort between the psychologist and the communications specialist is essential if the principles of learning are to affect the shape, sequence and nature of information transmission. Each of these specialists has expertise, not easily available to the other, the amalgam of which can lead to improved conditions for learning.

The Management Sciences

The third contributorto the new discipline of educational technology is management science. Modern management technology has evolved from the time-motion studies of the 1920's to the use of such techniques as systems analysis, cost/benefit approaches, program evaluation and review techniques and more (1). These approaches have made possible the planning and management of, otherwise, nearly incomprehensible tasks. Military, industrial and scientific leaders have made much use of these management tools, but educators have not traditionally been under the same pressures to 'produce' efficiently, even though education is no less complex an endeavour. Program planning and budgeting, systems management and cost effectiveness are as important to education as they are to any other sector of the socio-economic system. The management specialist can help predict and evaluate the introduction of a new educational practice from the unique perspective of his discipline. How will the change affect the logistics of the learning environment? What happens to personnel, space and time utilisation? Do the benefits of the change justify its various costs - indeed, is it affordable at all?

The management perspective,when fused with communications and psychological approaches, yields an interdisciplinary link-up which should be useful in the educational domain.

There is no single criterion which can be used to judge the efficacy of use of a new process or product in education. It is not enough to ask if the change will benefit the student. There are a number of criteria which must be taken together, even if sometimes one must be traded off against others. Simply stated there are at least four measures of benefit that should be considered when alternative educational approaches are being considered.

> Do students learn and remember more?
>
> Do students require less time to learn the same?
>
> Does the new approach cost less per student?
>
> Are educational opportunities expanded - can more students access the learning environment?

Clearly these are interactive indices of success. Learning achievement can often be increased by the use of more time or the expenditure of more money on instructional resources. However, what ordinarily is sought is some optimisation of balance between these four sets of variables. And it is against this intent that uses of educational technology must be gauged.

While the foregoing are important indicators of success they do not comprise an exhaustive list. As situational characteristics differ other, additional criteria may need to be added.

Learning Conditions

The purpose of classrooms, schools and educational systems is to create an environment where instruction and learning will occur. The conditions of learning in these environments have not always afforded opportunities for the most effective application of certain important principles of learning. The failure to take these principles of learning into account will significantly diminish the quality and efficiency of the learning process. A major purpose of educational technology is to design instruction, and organise its delivery so that these crucial principles of learning are employed. In addition to these principles of learning it is important for the instructional developer to recognise that there are different varieties of learned capabilities and that the most appropriate conditions for learning are not identical for each variety. Gagne (2) has identified five kinds of learned capabilities: (1) Intellectual Skill; (2) Cognitive Strategy; (3) Verbal Information; (4) Motor Skill; and (5) Attitudes. Each of these classes of learning outcomes is an acquired capability, and once learned can be regularly demonstrated by the learner under appropriate stimulus conditions.

One of the highest priorities of the educational technologist is to conduct research on the variable conditions of learning to determine which conditions are most appropriate for which type of learning. It is within this context that empirical determination should be made of how to use the 'things' and processes of educational technology.

Learning Principles

B.F. Skinner (3) noted some years ago that the conventional teacher centred classroom did not lend itself to the optimum application of some important principles of learning. His early work with programmed instruction represented an effort to devise a mode of instruction which did utilise these key principles. While PI, in its printed format, has not achieved wide acceptance and use in schools, the concept has challenged many other researchers to address the problem of designing other teaching modes which were based on basic learning principles. Computer assisted and computer managed instruction and other forms of individualised instruction exemplify results of these efforts.

Most of these principles have been accepted as valid and important for many years, though, in some instances, modern research and theory have necessitated some reinterpretation of their nature.

-Contiguity

The principle of contiguity states that the stimulus and the response must occur together in time if efficient learning is to take place. The response to be elicited by a stimulus must be allowed to occur with little delay between these two events. Research has shown that learning efficiency drops off sharply as time between the *S* and *R* increases. In a conventional class it is not unusual for an enormous amount of stimulus information to be given to the student before he is required, or even allowed, to respond. One pervading characteristic of most forms of individualised instruction is to break the stimulus information into much smaller units with response intervals occurring with greater frequency. In PI, the stimuli became almost unitary but this has not proved to be necessary or desirable for most learning.

-Repetition

Some learning appears to occur on virtually a one trial basis but more often repetition of the response is necessary. Repetition or practice is important if a particular response is to have a high probability of being elicited by a particular pattern of stimuli. Repetition both insures that the behaviour will become an enduring part of the learner's repertoire, and it allows a continuing improvement and refinement of the behaviour. However, research has shown that behaviour can be repeated many times without much apparent strengthening of the learning connection. Thus, for some types of learning, it appears that repetition is a necessary but not sufficient condition for learning. With some of the current emphasis on forms of inquiry learning it has almost become unfashionable for teachers to require memorisation and rote learning. Nevertheless, many basic skills and much information can be acquired in no other way. One of the functions of computer-assisted instruction is to provide drill and practice in memorising paired associations and problem solving.

-Reinforcement

This principle is an old one for psychologists and its definition varies somewhat depending upon one's theoretical persuasion. Generally stated, reinforcement is said to occur when a response is followed by a satisfying state of affairs. Put another way, it could be said that any condition following a response which increases the probability of the occurrence of that response in the same stimulus situation is a reinforcing condition. These are not very precise definitions nor are they particularly useful to the instructor. Administering reward or withholding punishment as a means of controlling reinforcement is complicated by the reality that what is reward or punishment for one may not be for another. This principle has been refined by Premack to state that any lower probability behaviour followed by any higher probability behaviour in such a way that the latter is contingent on the occurrence of the former, is said to be reinforced. In other words, if the learner does A (a low choice behaviour) he will then be permitted to do B (a high choice behaviour). This sounds like, and is, a very old idea but the key to its potency in strengthening learning is the way in which the reinforcement contingencies are managed.

-Active Participation

This principle relates to the relative passivity or activity of the learner in the learning process. Research has shown that active participation by the learner is essential to good learning. As stimuli are presented the learner should be responding overtly or covertly. This interaction should be continuous during the learning exercise and while covert responses are effective there are not many ways for the teachers to know or to insure they are happening unless, periodically, overt responses are called for. When a teacher is lecturing or demonstrating a problem at the chalkboard some students may be actively interacting with the stimuli that are being presented - questioning, arguing, rejecting or interpreting. Other students may have mentally absented themselves from the classroom. One of the major challenges to educational technology is how continuing active participation of all students in a learning situation can be assured.

-Meaningfulness

Over a half century has passed since psychologists experimentally demonstrated, what would seem to be an obvious rule, that meaningful material can be more easily learned than material which is not meaningful. What is often forgotten is that meaningfulness is always in the eye of the beholder. No teacher knowingly presents meaningless material to students to learn. Yet, daily, some students encounter stimuli which have little more meaning for them than Ebbinghaus' nonsense syllables. There are many variables that affect the meaningfulness of instructional material for a particular student. The student's prior learning - the experience he brings to the new learning situation - will have a large effect. In the conventional instructional setting a student's prior learning is usually known by the teacher in only the most general sense. While relevant prior learning can hardly ever be controlled to the point where the teacher can be confident that all students have the prerequisite skills and information for the new learning, technology has at least made it possible to assess the prior learning. And this allows the teacher to take into account the variations in prior learning among students as instruction is presented. Technology can also make possible variable instruction to help accommodate differences among the students.

Another important factor related to meaningfulness of material is the way in which its presentation is organised and sequenced. It is evident that all learning is more or less hierarchical, that there is an optimum sequence for learning. This requires an analysis of the learning events to ensure that where contingent relationships exist the sequencing of the instructional stimuli is compatible with these relationships. Too seldom is this kind of analysis done, with the consequence of confusing, difficult to comprehend and, for some students, even meaningless instructional material.

-Knowledge of Results

Another long accepted principle is knowledge of results. Its significance is so obvious that it is often taken for granted and yet providing knowledge of learning results, on a short turn-around basis, is difficult to do in the conventional classroom. Receiving feedback as to how well learning is progressing can be a potent reinforcer for the student, and this principle is sometimes subsumed under the reinforcement concept. Implied by the principle of knowledge of results is that the learner knows what he is attempting to learn and that he has available to him the means of assessing his progress. As with the stimulus-response configuration, contiguity with knowledge of results is important if it is to be of maximum benefit in the learning process. The more immediate the feedback the more powerful the results. Knowledge of results should be more than an indication of right or wrong, or adequate or inadequate. It should also convey information as to what was wrong and why and, ideally, what can be done about it. This kind of interactive feedback characterises the tutorial situation and can also be produced technologically.

These principles of learning when employed together can significantly affect the learning experience. The uses of educational technology - whether simple or complex - must be justified in large part in terms of how much they contribute to improving the quality and efficiency of learning.

How Much Technology?

One could argue that the definition of technology is sufficiently encompassing to include everything from flash cards to satellites. An important question for the educational planner is how much technology and which technology?

Henri Dieuzeide (4) has suggested that for developing countries forms of 'intermediate educational technology' are the most appropriate means of technological application. Intermediate technology, originally an economic concept, "... is based on the idea that intermediate levels of technology should correspond to intermediate levels of development." (4) While the concept of intermediate technology is obviously most applicable to developing nations, it is also of importance to more developed nations. Education, only one of many sectors of national activity, has barely passed the level of intermediate development, even in the United States, one of the world's most technologically advanced nations. When one compares education in any given nation to almost any other class of activity imaginable - medicine, industrial production, transportation, even advertising - it is evident that education is in a comparatively primitive state. And quite apart from the present low state of technological sophistication of the education sector it probably has one of the slowest change rates of any of the major sectors of the nations.

Educational researchers have been engaged in the study of the uses of technology ranging from the very basic to that which is quite sophisticated. Studies involving nations at different levels of socio-economic development have examined the use in education of resources ranging from low-cost print media to geostationary space satellites. (5) (6) (7) (8). From these studies a number of tentative conclusions may be reached and some hypotheses developed for future courses of action.

The first, and most important of these conclusions, is that there is much greater potential for impact on education reform when the use of the *things* of educational technology is determined in the context of the application of the *principles* of educational technology. Dieuzeide (4) and others have emphasized this point. In fact, the Commission on Instructional Technology in its report, *To Improve Learning* (9), gave two definitions for instructional technology. One related to the equipment and things of technology and the other related to the processes. The Commission seemed to prefer the latter definition of educational technology as a body of technical knowledge about systematic design and conduct of education based upon scientific research. (10).

A second conclusion is that these principles of instructional technology have been applied in a number of instances where the resulting increased instructional power of programs have been clearly evident. (11) (12) (13). Other programs such as the use of instructional television in American Samoa and El Salvador (7) have also experienced a measure of success in terms of what they were intended to accomplish. The same could be said for Project PLAN (14) (15), Individually Prescribed Instruction (16) and a variety of individualised school programs of the last decade (17) (18). The aims of these programs were relatively modest and their accomplishments have also been modest.

A third conclusion, perhaps more appropriately stated in the form of a hypothesis, is that while all of these educational reform efforts were primitive, and while they had many and different weaknesses, their greatest deficiency was the absence of an adequate Instructional Management Information System. Sensing mechanisms to track student progress and to survey teaching resources in order to prescribe for student needs have simply not been adequate. R. L. Bright (19) stated that "in visiting numerous individualised programs around the country, I have become sensitive to the fact that in most of these institutions it is fairly common for a student to be making little or no progress, and no one is conscious of the fact that he is 'lost'."

In 1966-68, when Bright was in charge of the Bureau of Research in the U.S. Office of Education, it was the golden period for support of computer-assisted instruction and for various forms of individualised instruction. The level of technological development at that time suggested a number of forecasts many of which still appear to be valid several years later. One of these was that computer-assisted instruction (CAI) did not appear to be economically viable for ordinary classroom instruction. It was much more costly than conventional forms of instruction and not greatly superior in teaching quality. Bitzer and others at the University of Illinois were predicting at that time that PLATO with its plasma terminal would eventually deliver interactive tutorial instruction to students at a competitive cost. There is presently some debate as to whether this prediction has yet been fulfilled.

A second forecast of this period was that school instruction could not be truly individualised unless computers were available for storage and retrieval of student learning information. A group of systems studies were sponsored by USOE to determine the uses which a school district could make of a large-memory, time sharing computer. These studies suggested that with a balance of use for administrative and instructional purposes and *where a sufficiently large number of students could be served* the increment added to the per student cost was not beyond the resources of most school districts (20). The job of individualising instruction requires a big information management capacity which is expensive and cannot be done piecemeal.

In many ways the communications satellite is like the educational computer. There is a certain functional capacity in terms of deliverable services and a certain number of users above which the satellite must operate in order to be programmatically and fiscally competitive with alternative communication systems already in place. Howard Hupe set forth some beginning guidelines for identifying the conditions under which the satellite could be used in delivering education services (21) though these seemed largely restricted to radio or television transmission.

It is not difficult to conceive of practical uses of the communications satellites where conditions are primitive, populations are dispersed and where ground-based communications systems are thin or non-existent. The audio-experimentation in Alaska with the ATS-1 Satellite and the Appalachian, Rocky Mountain and Alaska television experiments with ATS-6 are appealing and appropriate uses of this technology (22) (23). It will take somewhat more imagination and creativity to conceive of effective uses of the satellite over densely populated areas with existing extensive means of communication, including radio, telephone and television.

The question which must be addressed by state and national planners is what, of value to education, can be done with technology which cannot be done more easily or less expensively some other way. And perhaps this question ought not to be answered only in terms of how the current processes of education can be improved but also in terms of new and alternative processes which may more effectively serve the ends of education. If one assumes that some of the characteristics of conventional instructional delivery systems may give way to new modes of providing instruction, the range of potential uses of advanced technologies is broadened.

Instructional Systems Analysis

The development of new kinds of instructional delivery systems should not be derived in an ad hoc fashion nor from a narrow perspective. These new systems should be built on a careful analysis of the social and educational needs of the people to be served by the system. Then all resources which have potential for contributing to the satisfaction of these needs should be analysed to determine in what combinations they can be most effectively employed. The possibility of using communications satellites for domestic educational purposes introduces a whole new dimension to this process. There are educational support activities possible over a wide geographic area which could not be affordable by single schools nor isolated school districts. Because of the cost of placing in geostationary orbit a satellite complete with communications payload an analysis of the full range of its contributions must be made. What can the satellite add to the several levels of formal education, including public schools, community colleges, trade schools and universities? What can the satellite contribute to expanding and enhancing adult, non-formal education? Of these potential contributions how can they be ordered to relate to the highest priority needs? And how can the capacity of communications satellite be optimally used?

In 1970 the Republic of Korea undertook such a comprehensive analysis of its educational system (23). Korea's motivation for this undertaking was simple but urgent. The country's economic development had outstripped its national capacity for providing sufficient numbers of people well enough educated to fill future manpower requirements. Furthermore, Korea was already spending twenty per cent of its national budget on education, and with its necessarily heavy defense expenditure, could not increase its recurrent educational cost. The purpose of the systems study was to determine whether new and unconventional resources might be used and whether conventional resources might be used in new ways to increase educational efficiency. Put simply, the Koreans were seeking ways of getting a better return on their annual educational investment.

This analysis resulted in a blueprint for dramatic educational change. Instructional television and individualised instruction became crucial elements in the new system - not as add-ons to the traditional program but as integral deliverers of portions of the curriculum. The role of the teacher has changed and school management and administrative practices have been modified. The new system is presently in the final stages of development and the work of nation wide implementation is nearly ready to begin. The logistical problems inherent in an educational reform of this magnitude are large and could not have been managed without systems planning.

The development and implementation costs of the Korean reform will reach a total of nearly $30 million and will take nearly eight years from conception to operation readiness. The quality and cost efficiency of the new program will, in the estimation of the Korean government, justify this large front end investment.

The application of the principles of instructional design to the building of this new educational program has led to predictable and verifiable levels of academic achievement for Korean school children.

As world educators seek new ways of improving their educational systems and attempt to discover uses for new resources such as the space satellite, the Korean experience exemplifies the value of comprehensive systems analysis and planning. Tools such as television, the computer or the satellite may be out of reach financially, no matter how valuable their contribution might be to education, if their use is narrowly conceived. If, on the other hand, their potential is examined across a broad range of human development activities, their cost so widely amortised may be quite manageable.

Domestic Uses of the Communication Satellite

While careful analysis and planning are necessary to define the real world range and combination of uses of communication satellite it may be useful to examine some possible applications. The ultimate specification of applications will depend upon the unique characteristics of the region in which the applications are to be made. Such factors as population density, geographic location, the nature or mix of the industrial base, the educational level and aspirations of the target population are all important variables. Whether or not the satellite is to be used solely within a single state or to serve several states simultaneously will be a major determinant in use planning. The degree to which various programs of human resource development within a state or region either are, or could be, co-ordinated and articulated with one another is also of relevance.

It should also be noted that satellites can be designed to maximize different communications configurations. The ATS-6, for example, has maximized the communications power built into the satellite itself in order to permit signal transmission to widely distributed and relatively inexpensive ground receiving stations. The INTELSAT satellites, in contrast, have less transmitting power, sending the signal only point-to-point - say London to New York - where the signal is picked up by very large and expensive ground receiving stations. The signal can then be rebroadcast over existing ground relay systems. The various trade-offs in size, power, narrow or wide band applications all have implications for cost and use.

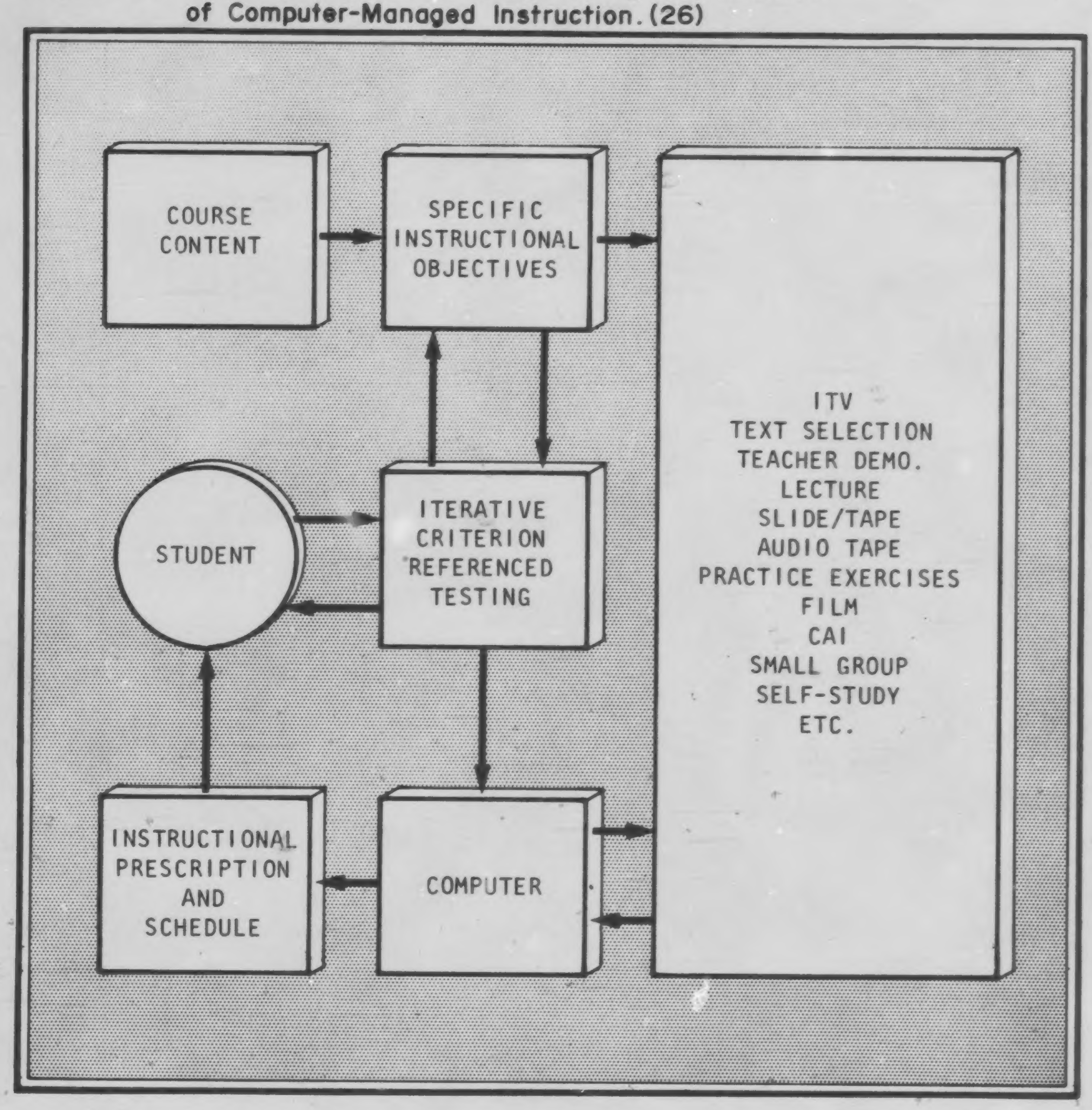
Computer-Managed Instruction

The cost problems associated with the use of a dedicated computer for interactive tutorial instruction have already been noted. However, the use of the computer as a means of managing the information associated with individualised forms of instruction has been demonstrated to be both cost effective and instructionally efficient on a localised basis (25). In 1970, the first operational course taught by Computer-Managed Instruction (CMI) was developed. The functional arrangement between the learner and the resources critical to the teaching-learning process are shown in Figure No. 1. This early effort was for a graduate course, "Techniques of Programmed Instruction". Skills and technical aspects of programming were taught as well as information about programmed instruction. At first all of the instructional resources were selected from available, off-the-shelf materials. In subsequent revisions of the course some of the less effective materials were replaced with new materials especially designed for insertion in the course. The computer served to mediate between the individual student, the course objectives and the extensive inventory of instructional resources which had been selected to teach the objectives. Using a CRT terminal, the student accessed the computer which was programmed to query the student until a fix was made on which of the course objectives the student had mastered and which he had not. At this point the computer scanned the available instruction resources in order to identify those for the first objectives in the course sequence on which the student was deficient. Thus was accomplished, on a periodic and continuing basis, an individual diagnosis of learning need and an individual prescription of instructional events. The Learning Resource Center where the CMI terminals were located was open from early morning until late at night and the interaction between the student and the computer could take place at any time convenient to the student.

The prescribed instruction might be for less than an hour of work or it might be for several days. The instructional events were only limited by what was logistically available to the course. Included in these events were audio-visual lessons, such as films, slide-tape presentations and instructional television. Also available were text selections, scheduled teacher demonstrations, small group work and periodic large group presentations. The student could also be routed to the professor or an assistant for tutorial guidance. Later CAI was selectively added as an additional instructional resource.

In the early phases of this experimentation two findings stood out: (1) instruction by means of CMI was a great deal cheaper to deliver than conventional live instruction; and (2) even at the beginning the accomplishment of course objectives by students was done as well through CMI as through live instruction. The computer's capacity to reliably support learning activities and to store, analyse and retrieve large amounts of data on each student has been clearly demonstrated (27) (28). Computer-managed instruction has come into fairly widespread use, with courses now being offered by industry, the military and some universities. Florida State University now routinely offers courses at both the graduate and undergraduate level by means of CMI.

Figure 1. The functional relationship among the elements of Computer-Managed Instruction. (26)


COURSE CONTENT
SPECIFIC INSTRUCTIONAL OBJECTIVES
ITV
TEXT SELECTION
TEACHER DEMO.
LECTURE
SLIDE/TAPE
AUDIO TAPE
PRACTICE EXERCISES
FILM
CAI
SMALL GROUP
SELF-STUDY
ETC.
STUDENT
ITERATIVE CRITERION REFERENCED TESTING
INSTRUCTIONAL PRESCRIPTION AND SCHEDULE
COMPUTER

Once a course has been developed, its use by students is only limited by the availability to the student of a terminal connected to the main computer and access to the associated instructional materials. The initial cost of developing such courses is relatively high. Dick and others estimate that for a typical college course, where mostly off-the-shelf materials are used, the development costs may range from $8,000 to $12,000. Also, the acquisition and set up costs of a large time-sharing computer is very high - though the total costs per student for computer time in a single course are not prohibitive. Cost data from several CMI courses suggests a total cost of $12.00 to $20.00 per student per course is a reasonable expectation.

By means of the communications satellite CMI courses offered at one institution could be delivered, at the same time, to many others. Co-operating institutions - community colleges, other universities, and even high schools - could be linked to the remote computer via satellite and the teaching materials located at each co-operating school. Local course offerings - particularly for smaller colleges - could be significantly expanded and enriched, and for comparatively low cost. Since the terminal-computer linkage is a narrow-band use of communications satellite, the functional capacity of the satellite, at any given time, is not significantly diminished.

Performance Assessment for Instructional Improvement. A variation on CMI has been developed recently, making it possible to take advantage of the feed-back to the learner component of CMI without the development of the special inventory of instructional resources (29). Also, rather than using individual student terminals for testing the learner, a series of tests over the course objectives are developed which the student can request for whatever objectives he feels he is ready to be tested upon. The test is then scored on the spot by an optical scanner and the central computer prints out for the student a record of his successes and deficiencies in attaining the course objectives. This process differs from CMI in that the computer does not prescribe any instruction for the student. The student's learning follows the conventional pattern of hearing the teacher lecture, then getting reading and work assignments and engaging in the kinds of behaviour associated with usual classroom instruction. The major difference is that all the learning objectives for the course have been specified and sequenced and criterion-referenced test items have been developed for each objective and stored in the computer. The student is given the objectives at the beginning of the course and advised that he can go to a campus testing centre at any time and ask to be examined on any of the objectives when he feels he is ready.

The process contributes to learning effectiveness in several important ways. The student can know where he stands in his progress with respect to the course expectations on a continuous basis. And even though the students in a particular course are being tested at variable intervals the computer periodically aggregates the data for the professor. This allows the teacher to closely monitor the progress of his class and each of the individual students. He can know on a weekly, or even daily basis which objectives or parts of the course are giving the students difficulty and to which more instructional time should be allotted. Guidance to individual students who need special instruction is also facilitated. While at this point no special instructional materials, as in CMI, are being developed, if their needs become evident the accumulated test data will identify those areas where the needs are most pressing.

The student can submit to retesting one or more times on those objectives he failed in the first pass. Also, objectives from the early parts of the course are retested, on a sampling basis, when the student takes subsequent tests to insure retention of the objectives throughout the course. This process serves both a formative and summative testing function and has greatly reduced the amount of in-class testing time needed while increasing the overall performance assessment for each student. While uniform mastery achievement has not been attained, course failure and near failures have been virtually eliminated.

Test-taking and scoring can be remote from the central computer if an optical scanner and terminal can be linked to the computer. This means of improving instruction has the advantages of being inexpensive, technically uncomplicated and instructionally non-disruptive. Its utility among a group of co-operating schools is limited only to the degree of agreement among faculties and departments on common course content and objectives. If course content and objectives can be developed by inter-institutional committees their acceptance should be assured.

The space satellite is an efficient potential means of making available to many schools in a region the capacity for continuous student performance assessment designed to improve learning. Widely dispersed schools could operate sophisticated assessment resource centres by linking, via satellite, to a centralised computerised assessment capability. While more research is needed on this approach, early findings suggest many potential benefits to students and teachers which will not be realised if each institution or local educational agency must design, develop and implement the entire apparatus by itself. This appears to be an instructional innovation dependent for any rapid generalisability upon the communications satellite.

Centralising Media Storage and Distribution. In rudimentary ways the centralisation of print and audio-visual media has been customary in education for some years. There are regional film libraries, the ERIC system and inter-library loan agreements. The use of these resources, particularly by public schools, has not been very encouraging. There are probably several reasons for this. First, and perhaps most important, is that most of these instructional resources are only marginally related to teaching any real course objectives, having been designed as adjunctive or enrichment materials. They are also rarely designed to *teach* but rather to *inform*. With the spread among educators of knowledge of the principles of Instructional Systems Development more is coming to be expected from instructional media. It has been demonstrated that appropriately integrated media, when properly developed, can effectively carry a part of the instructional load and, in some cases, more effectively and reliably than a live teacher.

Some materials of excellent quality have been developed by state and regional educational agencies but its use is, with only a few exceptions, locally confined. Because of copyright, manufacturing and marketing complications educational publishers have been understandably slow in accepting these new integrated media.

Another reason for less than optimum use of centralised media sources is the problem of communication. Teachers, and even supervisors, not knowing what materials are available, how they may be ordered and what costs are involved must be major deterrents. Also, the fairly common time delay following a teacher's awareness of the need for some material and its eventual availability must discourage use.

The creation or expansion of such regional media centres and their direct linkage to consumer schools via satellite should be useful. These centres could serve as depositories for integrated materials which do not lend themselves to commercial distribution. Two way communications by means of telephone or computer, where the user and supplier are linked by means of the space satellite, should be quicker, less expensive and generally more efficient than the postal communications most often used at the present time.

A new technological development, operationally demonstrated, but not yet commercially available, could considerably enlarge the concept of centralised media libraries in the near future. This technology, invented by Westinghouse Corporation, is called VIDAC (Video Audio Compressed). VIDAC is based upon non-real-time transmission of audio-visual information by means of conventional television systems, and permits time compression during storage and transmission of the aural component of a still visual-narrative audio presentation by a factor of up to 480:1. Prototype equipment has been developed which permits conversion of televised programs, their storage and high speed transmission utilising standard television facilities. A terminal buffer has been developed which allows remote program selection, storage and real time display of the compressed information at viewer/user locations. This concept when considered together with the communications satellite has some important implications for educators. At the price of motion, eight hours of conventional television can be compressed and transmitted in a single minute. It can be stored in this compressed form until needed, at which time it can be decompressed and displayed or recorded with conventional television equipment. Effectively, this process changes the regular television program into a visual presentation which compares to a slide/tape presentation with the sound portion the same as before compression. *VIDAC - A New Technology for Increasing the Effectiveness of Television Distribution Networks* gives a more complete description of the technical aspects of this process (30).

In the late 1974 through early 1975, Florida State University, Westinghouse and the Veterans Administration collaborated in study of the field use of this system. Twenty-six requested medical training programs from the VIDAC 'central library' were transmitted in compressed form to the Dublin, Georgia VA Hospital for staff training over a ten week period. These transmissions were made weekly via the ATS-6 satellite during two minute time intervals made available at station breaks. Westinghouse assumed responsibility for conducting the experiment and evaluating the technical aspects. FSU evaluated the delivery system/user interactions, the system functional performance and user attitudinal responses (30).

Logs kept during the experiment indicated that about twenty per cent of the estimated target population used the VIDAC library during the ten week period. These students generally reflected highly positive reactions to learning via VIDAC and the loss of motion did not appear to reduce viewer interest nor impair learning. The study team made a number of observations regarding the feasibility of a VIDAC type central library of integrated media linked with a satellite delivery system.

1. Since VIDAC allows the equivalent of some 900 fifteen minute programs to be stored on a standard one hour video tape, there is potential for large savings in tape and storage costs of central library inventory.

2. VIDAC technology permits normal dubbing on conventional equipment, thereby avoiding the cost of extra equipment for each manipulation of the tape.

3. VIDAC equipment may be 'plugged in' to existing local TV networks, thereby eliminating the cost of major modifications to existing facilities.

4. The ability to send textual material as hard copy, together with audio-visual information, eliminates the costs associated with separately printing and distributing hard copy from a single central location. Production of hard copy as required at the user location can be achieved with slight modifications to the present prototype hardware configurations within the system.

5. Stored information can be updated solely at the central library, thus simultaneously affecting all users. This may have significant effects on inventory control, markedly reducing inventories of non-current material.

6. A VIDAC system can be modularly planned and scaled for large or small applications to fit user needs; it may achieve greater and greater cost advantages as both the library and audience grow.

7. VIDAC central libraries could serve an area approximately one-third the size of the earth by utilising a single dedicated satellite channel. Cost sharing based upon channel usage would permit many smaller agencies to enhance their public services to a larger number of users.

Networking of ITV and ETV. Many communities and states have a variety of television delivery systems including both instructional and educational television. The former is often closed circuit and dedicated to and accessible by a specified user group such as the students at a single university or public school district. Its programming is characterised by being most often directly related to organised course instruction or, in some cases, the principal means of delivering certain instruction. Network type relationships between ITV systems are rare with only minimum exchange of programs. Program production is usually done locally and, while costly to its developers, is cheap compared to the more sophisticated productions of the Public Broadcasting System or its affiliated stations. As a result ITV programming is more often amateurish than not.

In contrast, educational television stations, especially those affiliated with PBS, have much more elaborate production facilities and support resources. Many of their locally produced programs are of commercial quality, in addition to which, they can access PBS network programming. They do not, however, devote much program time to direct instruction. This is partly due to a loose and informal division of responsibilities between ITV and ETV stations. It may also be due to the value held by many educators that instruction is a local, or at best, regional phenomenon. Programs on subjects of public events or cultural affairs are of national interest, where TV courses on civics, history or even science may need to differ from one region to another.

If such television production and broadcast resources could be linked within a region and if ITV and ETV could negotiate the sharing of responsibility for televised instruction the impact on education, both formal and nonformal, would be greatly enhanced. The communications satellite offers a means of TV networking on a state or regional basis heretofore not feasible. There could be much more flexibility in the use of locally produced programs over a wide audience of viewers. A consortium of stations could plan and articulate production schedules so that each member could allocate its total production budget to fewer but better programs. With all stations in the consortium doing this the aggregate number of programs available to the members would be greater in number, higher in quality without any increase in overall expenditure.

Some Conclusions and Possibilities

What are the elements of commonality among individualised instruction, computer-managed instruction and other low-cost teaching resources, that give them any relationship to space satellites? Actually there are a number of linking elements. First, they all represent means by which instruction can be made more efficient and effective. Second, they all have their greatest impact when used in the context of the instructional systems approach. Third, they are optimally effective when used in conjunction with a sophisticated information management system. And last, their implementation in new sites is limited to ones where there is available - usually nearby - an equivalent information management system.

It is this last limitation which may make the satellite of interest to the educational planner in population dense and communication rich regions. Most attention, in experimental uses of the multi-purpose Application Technology Satellite (ATS) program, has been given to one and two-way audio and television transmission. The linkage in a state or region of the various educational resources to permit more effective instructional information management could be done through digital communication using smaller portions of the satellite's transmission capacity.

States such as Florida, New York, or California with centralised and co-ordinated control of their public and higher education systems could conceivably link all their institutions together via satellite. Florida has already moved to a common course numbering system for all nine of its state universities. There is presently large overlap between the course offerings of the several institutions. There are, of course, a great many courses which are offered on only one of the campuses. Assuming a large centralised data processing capacity it would not strain the technology to offer one University's CMI courses on any or all of the other campuses where the campuses have been linked with one another and the central computer by satellite.

It is possible to envision formal and nonformal educational programs in a community, a state or region of the nation, which are parallel and mutually supportive. On many college campuses there are fairly sophisticated learning resources centres, sometimes employed to deliver supplements to regular classroom instruction and sometimes to actually provide the instruction. It may be that the computer, instructional resources and learners can be linked together by the communication capacities of the satellite in ways previously unimagined. Indeed, by replicating the basic inventory of off-line instructional resources, the placement of computer terminals in a community library or centre permits a non-university tie-in to such an educational system, by means of a transmit-receive satellite earth terminal. Thus, a network of community learning-resource centres offering courses for credit or for fun, could be developed serving potentially millions of citizens of all ages. At the public school level individualised instruction could become feasible on a statewide or even regional basis. The logistical technical and cost problems associated with such an effort can only be guessed at in the absence of a careful systems study.

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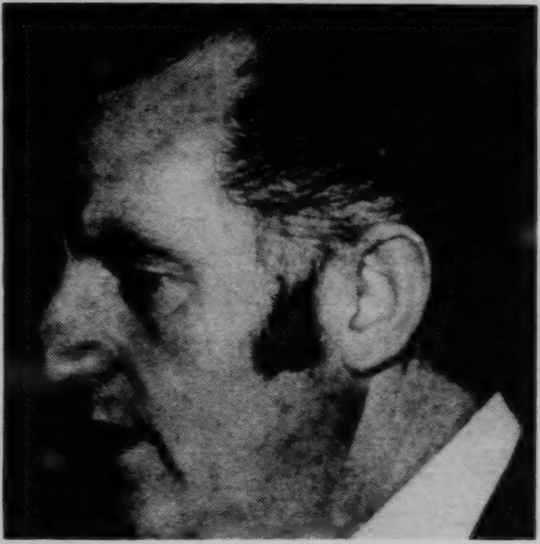
AUSTRALIAN SCHOOL CATALOGUE INFORMATION SERVICE:

THE ASCIS EXPERIMENT

J. G. Dwyer, member of ASCIS Executive and Steering Committees



J. G. DWYER

Some of you in this audience may have been involved in an experiment some years ago whereby selected schools from each state received, free of charge, catalogue cards from the National Library of Australia card service. The experiment was sponsored by the Secondary Libraries Committee of the Commonwealth Department of Education and involved six or more government and non-government schools in each state. The intention of the experiment was to determine the suitability and acceptability of National Library cards for school purposes in an endeavour to relieve school librarians of repetitious cataloguing tasks, to allow them more time to work with people and to assist schools which had no librarians.

The experiment proved to be far from successful, except in showing that the National Library card service would be generally unacceptable for secondary schools and totally unacceptable for primary. The major problems isolated were:

1. Clients could not be advised for which items cards were available.

2. Many requests were unsatisfied.

3. A later resubmission for cards often was unsuccessful.

4. Dissatisfaction by schools at the forms and statistics required centrally.

5. Detail of cataloguing and classification was considered excessive, inhibiting to students or incompatible with the existing scheme in the school.

6. Editing of cards to make them more suitable was considered necessary but very time-consuming.

At the conclusion of the experiment there were more unsatisfied than satisfied customers. Very few schools indicated an interest in continuing involvement, because of dissatisfaction with the service or because of the cost. Furthermore, the National Library was unwilling to vary the product in any way to make it more suitable to school requirements. Consequently most of the experimental schools withdrew and few other schools became involved.

The festering sore of cataloguing for schools continued to be a problem without adequate solution. Prompted by its Library Committee, the Schools Commission funded a study into the problem in 1974. It commissioned Wesley Young and Doug Down to undertake a feasibility study on central card cataloguing services. Their report *Cataloguing for Schools* was produced in 1975.

Although immediate formal action did not follow, the study clarified issues, established dialogue between states and systems and created a climate for future action.

In late 1976 the Schools Commission agreed to provide additional funds to carry investigations further in an effort to solve the problem of school cataloguing. A grant was made to Melbourne State College and Wesley Young, as Project Co-ordinator, assisted by Doug Down, commenced work on their report early in 1977. The very comprehensive report *Australian Schools Cataloguing Service* provided the Commission with a number of options. One of these was to test the viability of a national scheme across states and systems, allowing for some individual differences and based on a developing service. After consultation with various authorities the Commission agreed to fund a pilot scheme, using as a base the developing South Australian Education Resources Information System.

The automation of the central cataloguing service of the South Australian Education Department had been in train for a few years and was to be implemented during 1978. Termed SAERIS, the scheme was multi-faceted although originally developed for Education Department school needs. It was intended that other libraries within the Department might also be involved eventually. Although there are five long-term phases to SAERIS, only phase 1 has an immediate time schedule and commitment. It is also of importance to realise that SAERIS was not developed in isolation. It has the backing of the Libraries Automation Steering Committee of the Public Service Board which monitors and recommends on library automation procedures within the public service of this state. The Board has approved phase 1 of SAERIS which is also to be available to other public service library systems such as the State Library and the Department of Further Education.

The basic steps of phase 1 of SAERIS are:

1. Simultaneous conversion of the existing 75,000 catalogue entries in the central service to machine readable form and the cataloguing of new

material in the same format, by

(a) seeking MARC records from the National Library and editing them to suit local needs; and

(b) cataloguing in MARC format the material not satisfied by (a).

2. Establish subject, publisher and series authority files.

3. Key in authority files via Data 100 keyboards to magnetic tape on machines held at School Libraries Branch.

4. Transfer these records at intervals to the mainframe at the I.C.L. Bureau in Adelaide.

5. Produce microfiche records of these authority files.

6. Distribute copies of the microfiche to schools.

7. Update authority files and distribute the updated fiche files to schools at regular intervals.

8. Key in cataloguing records and transfer to mainframe, as for authority files.

9. Produce microfiche output of catalogue entries when about 50,000 titles have been entered.

10. Distribute copies of these microfiche to schools.

11. Schools copy catalogue appropriate entries or request cards by ordering by unique record numbers.

12. Catalogue cards printed via computer and distributed to schools.

13. Microfiche output of updated catalogue entries produced and distributed at intervals until total data base is covered.

14. Thereafter, monthly cumulated microfiche of new titles added to the data base will be distributed, as well as an annual total data base on microfiche.

So much for SAERIS. It was on this data base that the Schools Commission launched ASCIS, The Australian School Catalogue Information Service.

In establishing the ASCIS pilot project the Schools Commission wished to test the feasibility of providing catalogue information and/or catalogue cards to a number of government and non-government schools in a variety of locations, and of exchanging bibliographic information across school systems. Consequently it developed three distinct approaches which should operate concurrently for the duration of the pilot project.

These three approaches are:

Approach A. Each state and territory education authority will be provided with microfiche copies of the SAERIS data base of authority files and catalogue entries as they are produced. In return, the education authorities will be expected to provide to ASCIS catalogue information in MARC format for new items which do not appear in the data base as determined from the microfiche. The information submitted thus to ASCIS will be edited to conform to SAERIS entries, but the local classification and subject heading requirements will also be stored if the originating service requires it.

It is considered that mutual advantage will accrue. On one hand, each service will have access to an expansive data base for regular use. On the other, SAERIS can act as the data storage depot for those services which eventually develop their own computerised system and wish to obtain copies of the data base on tape.

Approach B. This provides for a number of government and non-government schools to receive the same service for current acquisitions as South Australian government schools, i.e. the receipt of microfiche, followed by the choice of copy cataloguing or the request for cards. Those involved in this approach will be non-government schools in South Australia and 50 government and non-government schools in Queensland. Schools involved will represent a wide range of types and size, and will include some which are geographically isolated, in order to test many variables in the course of the pilot project.

Approach C. This is aimed at catering for all government and non-government schools in a state other than South Australia, not by direct contact between each school and South Australia, but by having the central school library authority in Tasmania co-ordinate school requests. It is proposed to phase the scheme by catering for about half the schools initially and gradually to increase the number until all are involved. Under this system, microfiche output will be provided not to individual schools but to the central Tasmanian authority. Schools requiring cards will request such from that central authority which will search the fiche files and batch requests for items which appear. Appropriate cards will be supplied to the central authority for distribution to schools. Where the item does not appear on the fiche files, the Tasmanian authority will, where possible, catalogue the item and forward a copy of the entry in MARC format to South Australia to be added to the data base.

So much for a potted version of the three approaches, which are outlined diagramatically on the brochures available to you. It should be mentioned that approaches B and C will commence from the beginning of 1979, with approach A getting under way late in 1978. The Schools Commission has provided funding for training state and territory cataloguing representatives in MARC format cataloguing. Other funds have been forthcoming for some staffing, computer time, fiche production and distribution and microfiche readers and reader/printers. In addition the Commission is subsidising the cost of catalogue cards for the duration of the pilot project. An initial charge of 25 cents per set of cards will be made on schools involved in the ASCIS project, a charge which will be reviewed in June 1979.

It is anticipated that there will be some teething troubles in the initial stages, although the work which has gone into the SAERIS development should mean few problems. Perhaps the two major advantages of the scheme are that schools will know for which items cards are available, and they will also have the important choice of either copy cataloguing or requesting card sets.

In the short term the project will test the viability of a national catalogue information and/or card service for schools, and give some immediate assistance to a limited number of schools. In the long term it will guide the future development of a scheme or schemes for the exchange of bibliographic information and assist in the planning of nation-wide information networks involving multi-type library co-operation. The future of course is unknown. But no-one could hope more fervently than I that we are on the verge of solving one of the most difficult problems ever to face the school library profession in this country. I hope you share my excitement and my optimism.

MONITORING AND EVALUATION OF ASCIS

Nancy D. Lane, ASCIS Executive Officer

NANCY D. LANE

ASCIS, the Australian Schools Catalogue Information Service, has been funded by the Schools Commission for 18 months to test the feasibility of several approaches to copy cataloguing and distribution of catalogue cards from a centralised source. ASCIS is using SAERIS, the South Australian Education Resources Information System, as a vehicle for carrying out the study.

Because of the pilot status of ASCIS, as well as the limited term financial commitment of the Schools Commission, evaluation and monitoring of the project are extremely important. It is only through effective evaluation that constructive recommendations can be made to the Schools Commission to insure satisfactory continuation of an automated cataloguing system - whether in its present or in a significantly modified form - on a self-supporting basis.

Monitoring of the Project

Monitoring and evaluation must be ongoing and interrelated processes, operating from the initiation to the conclusion of the ASCIS pilot project. The main purposes of the monitoring process are: (1) to ensure that each of the ASCIS Approaches A, B and C is operational; and (2) to enable any necessary adjustments to be made while the project is underway.

There are three bodies involved in monitoring the project: the Schools Commission; the Steering Committee; and the Executive Committee.

The Schools Commission, as the funding authority, has the ultimate responsibility for assessing the success of the project. In addition to receiving regular reports, the Schools Commission will receive a final report with major recommendations from the Steering Committee.

The Steering Committee is the body primarily responsible for directing and overseeing the implementation of ASCIS. It is made up of 17 members, including four members of an Interim Planning Committee set up to advise on the initial design of the project; representatives from the Education Departments of the six states, the A.C.T. and the Northern Territory; four representatives of independent and Catholic schools; and a representative from the Curriculum Development Centre. In addition, the SAERIS project co-ordinator and the ASCIS executive officer are ex officio members of the Committee.

The Executive Committee was defined by the Steering Committee as an investigative body which would research questions of policy and administration, and present any major decisions affecting the scope or implementation of the project to the Steering Committee for final approval. It consists of seven elected members, four of whom were initially members of the Interim Planning Committee.

Members of the Executive are Chairman, Greg Dunne (Schools Commission, South Australia), Peter Cameron (Schools Commission, A.C.T.), Jim Dwyer (South Australia), Doreen Goodman (A.C.T.), Glenn Pullen (Tasmania), Geoff Atkinson (Western Australia) and Judy Hunter (Queensland).

Some of the questions of policy and administration which the Steering Committee has referred to the Executive Committee are rather ticklish because ASCIS is only a temporary and not a permanently incorporated body. They include the following: Who owns the cataloguing data - ASCIS, SAERIS or the contributing Education Departments? Will the microfiche catalogues be distributed under the name of ASCIS or SAERIS? Will the microfiche be copyright? Can they be duplicated? How will the money be collected for distribution of the catalogue cards so as to be reinvested directly in the project? Is there a possibility of selling the microfiche, also, should it be decided that they cannot be duplicated?

Members of the Executive have been requested to start seeking information or legal advice as to whether the answers to these questions will have ramifications in their own situations.

In addition to these three bodies, an Executive Officer has been appointed to the project on a half-time basis. It is the Executive Officer who is responsible for keeping an eye on day to day operations. In the initial stages, this includes taking minutes of meetings, answering inquiries, speaking at meetings and conferences, writing articles describing the project, and carrying out other publicity and public relations duties. She will also be preparing agendas and position papers for upcoming meetings of the Executive and Steering Committees.

Evaluation of the Project

It should be emphasised again that ASCIS is a pilot project and that the Schools Commission has only a limited term (18 month) financial responsibility towards it. Therefore, the main purpose of the evaluation process is to provide data which will enable the Steering Committee to make recommendations to the Schools Commission on future developments.

Following the issuing of the final report containing these recommendations, the Steering Committee and/or other interested parties would be responsible for making arrangements for establishing an on-going national or a number of regional automated cataloguing systems for school libraries. This permanent system or systems could take a similar, or possibly quite different, approach than SAERIS.

Doreen Goodman provided the Steering Committee with a reference paper outlining a plan for project evaluation. For the evaluation, it is expected that data collection would take a number of different forms:

1. *In-house statistics*, generated by cataloguing data input and requests for catalogue cards and, as far as possible, compiled automatically as an inbuilt part of the computer programming.

2. *Free form reports*, compiled and written by SAERIS staff; Steering Committee representatives (based on information supplied by departmental staff and regional advisory teacher librarians); and the Executive Officer.

3. *Case studies*, selected to focus on problems such as geographical isolation, small vs. large schools, differences between states, etc.

4. *Sampling*, carried out in individual schools and in Education Departments to test the conditions before and after the introduction of ASCIS.

There are four areas which require evaluation, and data needs to be collected in relation to each of these: computer operation; relationships with SAERIS; education departments; and individual schools.

Computer Operation

Three essential questions need to be answered about the additional demands ASCIS imposes on the SAERIS computer operation:

1. How efficiently are the hardware and the software coping with increased input and printout demands?

2. What are the additional running costs?

3. Is the operation cost-effective?

Relationships with SAERIS

Because SAERIS is being used as a vehicle for ASCIS, it is important to assess the input and output relationships between SAERIS and ASCIS. For input to SAERIS, the questions to be answered include:

1. What is the hit rate for the Education Departments for items in the SAERIS data base?

2. How many and what type of items (print/non-print, fiction/non-fiction, reference, etc.) are added to the data base from each state?

3. How much overlap or duplication is there among states?

4. How accurate are the MARC worksheets from each of the states?

For output from SAERIS, the questions include:

5. How regularly are the microfiche catalogue and supplements dispatched?

6. What is the turn-around time for requests for catalogue cards?

7. How many and what type of catalogue cards are requested?

8. Does the request rate differ by state, or by type or size of school?

In addition, staff demands and costs must be assessed.

9. What extra demands must be made upon SAERIS staff? Have the additional staff positions delegated to ASCIS proved sufficient?

10. What additional costs are accrued for overheads such as postage, handling, telephone, accounting, stationery, etc.?

Education Departments

Again, the three major areas of concern are input, output and costs. With regard to Education Departments' input to SAERIS, the following data must be collected:

1. How many and what types of items are catalogued for the SAERIS data base?

2. What difficulties are encountered with MARC formatting of these items?

3. How regularly are these items dispatched to SAERIS?

For the microfiche catalogue supplied by SAERIS to the Education Departments, the following data are required:

4. What is the hit rate for cataloguing done by the department?

5. What alterations, if any, are made to SAERIS-supplied cataloguing information?

6. Have there been any developments in local services as a result of using the microfiche?

7. Are the microfiche used for any applications besides cataloguing (e.g. selection, acquisition, etc.)?

And finally, the question of cost arises:

8. What additional costs, such as postage, handling, etc., have been incurred by the department?

9. Have there been any cost savings through utilisation of SAERIS-supplied cataloguing information?

Individual Schools

Within the schools, it is important to assess the usage of the microfiche, the microfiche readers and, for those schools utilising the order service, the catalogue cards. The Steering Committee also emphasised that in addition to the quantitative measures such as hit rate, turn-around, etc., the satisfaction of participants to the qualitative aspects such as usefulness of subject headings, classification numbers, etc., must also be gauged. Questions to be addressed include:

1. What is the overall data base hit rate for schools (copy cataloguing and card orders)?

2. For copy cataloguing from microfiche, what alterations, if any, are made to the cataloguing data?

3. How satisfactory are the catalogue cards in terms of lay-out, subject headings, classification numbers, punctuation, etc.?

4. How satisfactory is the turn-around time for receipt of cards?

5. How effective is the method of collecting funds for the cards?

6. What other uses are made of the microfiche catalogue, (e.g. selection, acquisition, etc.)?

7. What difficulties, if any, are experienced in using the microfiche and readers?

8. What are the attitudes of teacher-librarians, typists and students to the readers?

9. What models have emerged in the sharing of readers and/or microfiche data among groups of schools?

Final Report and Recommendations

The Steering Committee recommended that the following topics be addressed in the final report to the Schools Commission:

1. Comparability of acquisitions between states
    - a) type of coverage
    - b) level of acquisitions
2. Analysis of hit rates across states
    - a) overall
    - b) categories of schools (by enrolment, system, etc.)
    - c) peak periods
    - d) categories of material (by type, subject, etc.)
3. Alterations to bibliographical data across states
    - a) primary schools
    - b) secondary schools
4. Costs
    - a) across states
    - b) to SAERIS
5. Assistance rendered to schools
    - a) with teacher librarians
    - b) without teacher librarians
6. Appraisal of the ASCIS/SAERIS operation
7. Recommendations to the Schools Commission

However, additional topics may be added as the project progresses and needs emerge.

Implementation of Project

The first meeting of the ASCIS Steering Committee was held on 2 - 3 August in Adelaide, at which time members of the Executive Committee were elected. The appointment of Nancy Lane as the Executive Officer was also approved.

A cataloguer from each state and territory attended a workshop on MARC formatting which was held in Adelaide on 24 - 25 August. The Education Department in Victoria, which has an immediate commitment for employment of a cataloguer under the Schools Commission funding scheme, will concentrate initially on preparing MARC format data of locally produced audio-visual materials for the data base. The Education Department in Western Australia would also be expected to contribute a quantity of data about non-print materials. The emphasis given to different types of materials by each state would need to be discussed with the Executive Committee as deficiences are identified in the ASCIS/SAERIS file.

The current schedule is: (1) production of subject, series and publishing authority files - late August, 1978; (2) fiche catalogues for South Australia and other states' Education Departments - late November, 1978; (3) production of extra fiche for Plan B schools - January, 1979; and (4) production of catalogue cards for Plans B and C schools - February/March, 1979.

Due to delays in production of the initial microfiche from August to November, 1978, the Committee recommended that the staging and funding of the project be pushed back at least three months to compensate for this delay, thus taking the pilot stage through March, 1980.

The Executive Committee will plan to meet in late November, 1978, and the Executive and Steering Committees in early March, 1979, to take action on the matters arising.

CURRICULUM, RESOURCES AND INFORMATION: an Overview of the Work of the Curriculum Development Centre, Canberra

John Casey, Head of Information Centre, CDC
and
Geoff Spring, Assistant Director, CDC

JOHN CASEY

I would like to start by giving you a brief description of what the Curriculum Development Centre is, the kinds of things it does and the way it functions. The Centre is a statutory body with its own Act - the Curriculum Development Centre Act - passed in 1975. We carry out a variety of tasks relating to school curriculum. In doing this we maintain close working relationships with educational bodies, authorities and people throughout Australia. We are involved in a number of projects such as Aboriginal education, language development, environmental education, Japanese language, multicultural education, the development of a core curriculum, science, mathematics and technology education. The nature of our involvement varies but generally includes co-ordinating the work of others, providing secretarial support, seconding personnel to work on projects or combinations of these things. Additionally, we sponsor conferences, a recent example being the Conference on the School Based Curriculum Development held in Newport in May this year.

We prepare submissions, for example, for boards of inquiry and we also are involved in publishing reports of conferences, project materials and so on.

There are 34 people in CDC on staff ceiling and about eight seconded personnel, but I think it is important to understand that the Centre comprises larger numbers of people from time to time, depending on the kinds of activities being undertaken. For example, at CDC sponsored conferences, workshops, seminars and so on, all those participating are really part of the Centre - it is a kind of 'vine and branches' in an educational setting.

Like the Schools Commission, our work is somewhat consistent with the concept of federalism - that is we try to help people concerned with curriculum activities to do what they do a little better. Unlike the Commission we do not make large sums of money available to state and other bodies, but rather work closely with, and in some cases alongside, people from those bodies for purposes which are mutually agreed.

We rarely take, adopt or promote a singular educational philosophy, but try to encompass a variety of philosophies and experiences, both of those who make up CDC and those educational bodies and people whom we endeavour to assist.

I will not go into detail about our projects and activities - you have been given a number of handouts which outline these things - our triennial program 1978 - 80; the function and mode of operation of the Centre; a number of CDC newsletters; a description of ASEP; and some information on SEMP. You may read these at your leisure.

Exploring the Concepts of Curriculum and Resources

There has been a tendency to widen the meaning of the word 'curriculum' to include "all that happens in a school as a result of what teachers do and all of the experiences of children for which the school should accept responsibility"*. Within this definition, classroom teaching is only a *part* of a wider curriculum which is concerned with the whole moral, intellectual, emotional and social development of the children.

Such a viewpoint is useful as a basis for thinking through the broad aims and policy of a school or system, but it is too broad for the school to use as a definition when it comes to school planning.

A more practical view of curriculum sees it as the total pattern of the *planned* experiences that the school provides where the concentration is on developing behaviours seen to be desirable for children *and* teachers and to be of value to the community. The key word is 'planned'**.

Consistent with this definition, 'curriculum resources' would include things that the school needs to support the planned experiences it provides for its students:

Information

Materials/instruments

Procedures

Developmental Personnel and Facilities

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*From: EVANS, G. *The operational curriculum.* An unpublished paper for the CDC Study Group on the Operational Curriculum.

**those things which the school can do something about - we are not talking here about un-intended consequences, unintentional or incidental learning but the expected, the intended; we are talking about organising, structuring and the setting of objectives.

(i) *Information*

This might include information about:

- the needs of children at different age levels
- the effectiveness of different styles of curriculum
- organisational climate of the school and the effect of this on curriculum and vice/versa
- standards in literacy, numeracy and other basic skills
- the school environment, including items such as demographic data, access to environmental education resources, work experience.

Information provided by resources specialists, such as teacher librarians, and resources subject masters in the school. Information provided through contact with advisory teachers, other teachers, senior teachers, inspectors and so on.

(ii) *Material/Instruments*

These include technical services; typing and duplicating, copying facilities, A.V. equipment, specialised equipment to aid in the production of programs established to meet local needs. Resource centres - either locally (e.g. school library) located; or departmentally located (e.g. in science department library). Contact with and supply of materials through educational publisher representatives.

Access to radio and television resources either in broadcast or recorded form.

Scale of issue of equipment for use of selected resources and for the creation and adaption of new resources (e.g. duplicating, projecting, processing, recording, copying, filming, photographing etc.).

(iii) *Procedures*

Manuals on technical and legal matters associated with the development of resources, e.g. copyright law, forms for clearing copyright, guides/manuals on production techniques for commonly used resources, both simple (charts, O.H.P. transparencies) and complex (e.g. tape/film strip sequences). Procedures will also include:

- formulating aims, objectives
- whole curriculum planning
- revision of existing courses and approaches and teaching methods
- selecting experiences
- selection of resources, courses
- integrated approaches
- group decision making

Accessing information about assessment instruments, such as criterion referenced tests, formats for reporting to parents, school evaluation schemes.

(iv) *Developmental Personnel and Facilities*

Access to people who can provide expertise in curriculum theory and practice, who can assist in:

- translating educational aims approved by the school community into operational plans and activities
- selecting suitable experiences and materials and catering for individual and group differences
- evaluating the achievement of aims or objectives both in terms of processes and outcomes and also of the consequences of a particular change
- modifying operations in terms of the evaluation conducted
- developing the notion that school-based curriculum development is a process of continuous evolution.

A school will be able to support its curriculum if those resources capable of being collected or documented are collated, classified, catalogued, stored and made retrievable in one or more central places in the school.

I am reminded of the School Principal who, in visiting a neighbouring school, was particularly impressed by some A.V. kit that the school had recently purchased and made a mental note to purchase the same for his own school. Following the purchase, it was discovered that the school already possessed the kit. I wonder how many schools have not made inventories of their own resources?

The task of supporting curriculum is more complex if the school decides to adapt or create its own curriculum. The more a school takes initiatives in selecting, adapting or creating its own curriculum, the more the concept of a curriculum resource centre based on the school library seems appropriate. This point will be developed further.

Courses Versus Resources

Much has been made in the current debate in some states on the content of Social Science Courses on the distinction between a course of study and a resource.

You may recall that the Social Education Materials Project (SEMP), a CDC sponsored production, was recently banned by the Queensland Cabinet. Departmental teachers faced suspension if they used any of the materials. The banning was partly brought about by misunderstanding about 'courses' and 'resources'. SEMP is a resource - the distinction is an important one.

'Course' implies a structure based either on content or teaching processes, or both, around which certain resources are fitted. The relationship may be tight as in the case of textbooks written specifically for a centrally prescribed syllabus and an external examination. But it also may be open-ended.

MACOS ("Man - a course of study") for example, is designed on a broad specification of content, and describes a variety of resources and strategies which the teacher may use. Some student outcomes are predicted but the course is not prescriptive and this is consistent with the aims of the course which is not concerned with the specification of objectives in some narrow sense, but which makes legitimate the process of inquiry which has as one of its outcomes the construction of a body of knowledge. The Social Education Materials Project is quite different. It does not constitute a new course. The materials are designed to be used in all learning situations and subject areas where the study of contemporary Australian society is relevant. The materials have been developed by teachers of history, geography, English, art, commerce, home economics, social studies, integrated studies, science and environmental studies.

Aims are to:

- widen the range of existing resources

- in many different learning situations

- with students of differing learning situations

- with students of differing abilities and interests since processes rather content are emphasised.

As well:

- they can be adapted for many purposes

- they can be used as models for the development of other materials.

SEMP, and to a certain extent ASEP (The Australian Science Education Project), are better described as 'resources' rather than 'courses'. They are examples of 'flexibly' designed materials.

Design of Curriculum Materials

The trend away from external examinations, the development of individual learning strategies are consistent with this flexibility. There has been a marked trend towards designing curriculum materials which can be used to suit a variety of purposes given a variety of teaching/learning strategies. The term 'flexibility' covers a multitude of variations in materials design and describes those materials which are capable of being used across a range of subjects or age levels, capable of being used with different kinds of class groups, or capable of being used in a variety of learning situations. Of particular significance for school-based curriculum development has been the tendency to provide less 'structure' in sets of materials while, at the same time, providing suggestions or examples as to how the materials can be used by teachers, either to build their own programs or to adapt them so that they may be used in existing programs.

The approach taken in recent national materials projects in Australia is consistent with the general notion that materials produced should be able to be adapted for a wide variety of courses over several levels in most states. The idea that schools would include the materials into courses of their own design, or alternatively plan courses around them, was inherent in their design. ASEP and SEMP combined this need for flexibility with the idea of teacher development. Hence both projects, and especially SEMP, provided for the possibilities of teachers using a variety of teaching and learning approaches, in the design of individual items of materials. The two projects have provided opportunities for teachers to develop skills in curriculum design although this was not the primary object. To sum up, the distinction between curriculum and resources is sometimes blurred. Often the resource becomes the course.

- In a less structured curriculum the teacher is presented with content, a variety of resources and a teaching approach. Resources have a complementary role.

- In a curriculum based on teaching and learning processes or integrated approaches, flexible resources have a supplementary or supporting role.

I said earlier that the concept of a 'curriculum resource centre' was appropriate for schools which take initiatives in selecting, adapting or creating their own curriculum. All schools, of course, are involved in the making of curriculum decisions, but planning for a 'curriculum resource centre' needs to consider the processes of curriculum development. An important part of this consideration for a school is the identification of its own characteristics to determine the stance it wishes to take on curriculum development activities. A three dimensional model which we will examine, should help in this identification* (figure 1). The model describes alternative approaches to curriculum development and options for the school's involvement in it. A school, for example, may choose to create its own curriculum, in which case it would be operating at the lower end of the model. At the opposite end the school simply adopts an already prepared curriculum. Figure 2 describes a situation in which the school, seen as 'school and community', participates comprehensively in the development of the curriculum. Figure 3, less demanding, illustrates the least creative situation. The school in figure 2 has considerably more demands made on its resources than that in figure 3, the more traditional situation.

The implications for resource planning are that a school which identifies its major need as catering for teachers adopting and selecting curriculum and resources might design its curriculum resource centre more along the lines of a traditional school library, while a school which identifies catering for adaptive and creative teaching styles may place greater emphasis on the provision of information, procedures and instruments and on 'curriculum making' - 'hardware and software'.

Support for the figure 2 situation seems to have gained momentum and it appears that demands for a curriculum information service have moved accordingly. It is largely to support adaptation and creativity that our CIS is being set up.

As you are well aware, the Education Departments and School Library services in each state have determined their own organisation and procedures for the storage, retrieval and dissemination of information about curricula and curriculum materials. Specifications for describing book and non-book materials vary considerably. Some states (e.g. Tasmania) manage centralised, computer based systems (e.g. S.A.). Some states (e.g. W.A.) are considering the introduction of a centralised computer based service, while others have no plans to modify existing arrangements. Each state maintains A.V./Resource Centre which produces and advises on the use of curriculum materials for its own users. Some states maintain a single centre but most have a number of smaller centres serving their own localities within the states. The centres are geared up to cater for the needs of schools within their own states, but are generally prevented by Audit Acts or copyright restrictions from selling materials to other states. The exception is S.A. where the S.A. Educational Technology Centre is not constrained to the same degree and sells materials quite freely to buyers in other states.

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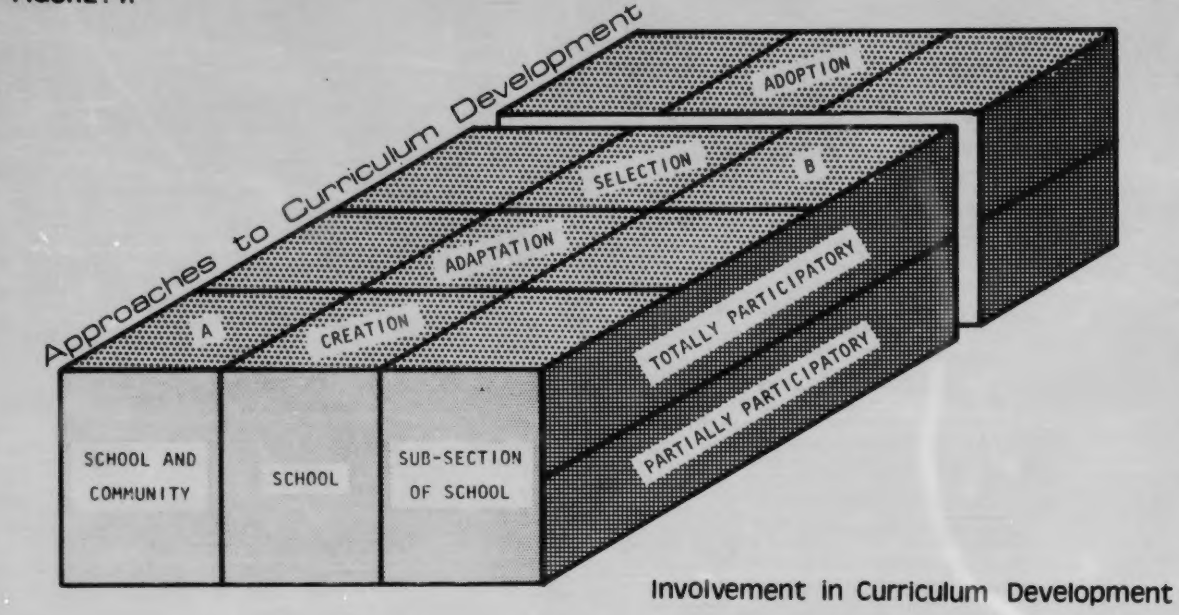
* WALTON, J. *What is school based curriculum development?* Paper written for the CDC Study Group on Support Systems for School Based Curriculum Development.

FIGURE . 1.


Approaches to Curriculum Development
ADOPTION
SELECTION
B
ADAPTATION
A
CREATION
TOTALLY PARTICIPATORY
PARTIALLY PARTICIPATORY
SCHOOL AND COMMUNITY
SCHOOL
SUB-SECTION OF SCHOOL
Involvement in Curriculum Development

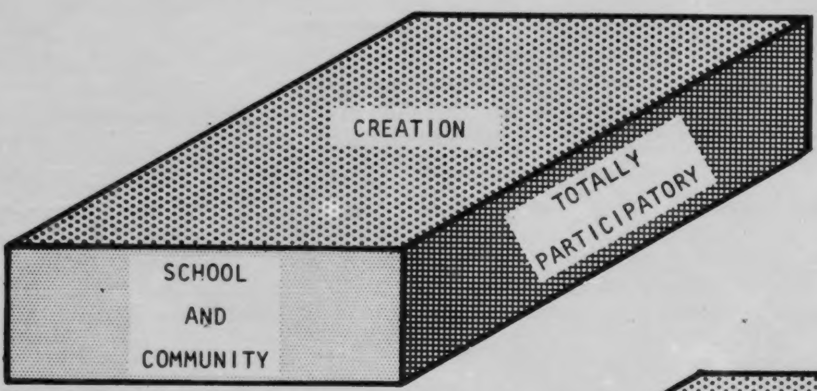

CREATION
TOTALLY PARTICIPATORY
SCHOOL AND COMMUNITY

Figure 2.

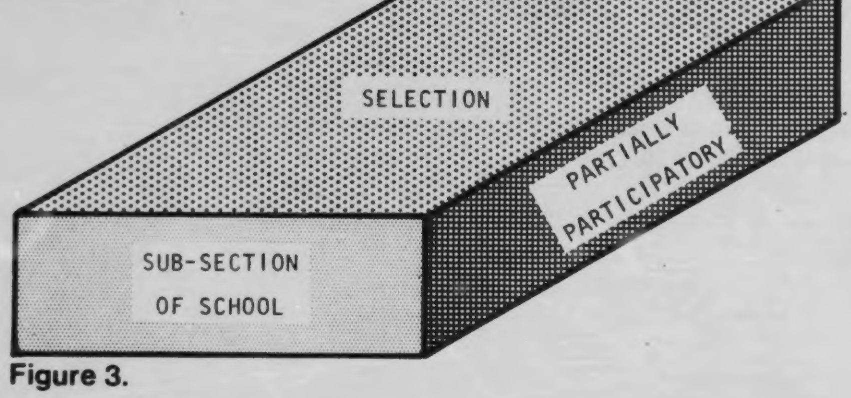

SELECTION
PARTIALLY PARTICIPATORY
SUB-SECTION OF SCHOOL

Figure 3.

To the extent that there is considerable duplication in production and in use of equipments and materials, each state is contributing to a waste of national resources by gearing its A.V./Resource Centres to look after its own. A measure of the duplication is provided by the estimate that Australia spends about six times as much on such activities and resources as does France, a country with about four times as many people.

Even in library cataloguing one could argue for rationalisation and economies of scale as each state labours to do its thing largely unaware, or even in spite of, developments in others. Perhaps the SAERIS/ASCIS project may force the issue. Apart from the constraints on sales and dissemination, a significant problem is that State Centres do not generally know what other centres are doing or planning to do.

Anyway, it was against this background that a CDC Project was mounted early this year to improve and facilitate existing procedures for the classification, cataloguing and availability between centres of materials produced by State A.V./Resource Centres and to improve interstate accessibility to materials produced by these centres. It is known as the 'Interchange of State Media Centres Materials Project'. You may read more about this in the handouts you have. Computer based information services in Australia are becoming acceptable with the degree of acceptance being determined by user satisfaction with the product and by efficient, and effective management and use of the computer and its devices by those providing the service - librarians.

It seems to me that many librarians who have entered into the 'new black art' of searching data bases have at the same time entered into a kind of librarian's seventh heaven; the art is concealed not only from potential users of a service, but also from their fellow librarians who, lost in a life-time of cataloguing and indexing, are overawed by the mystique of the new breed, 'the system librarian', and understandably claw with hands blackened by print to get hold of a computer terminal.

This mystique has produced within CDC itself two noticeable reactions, both undesirable:

- From a user of the system, obviously rapt, gazing into the screen murmuring "it's just like 'Star Wars'"

- From a librarian, frustrated by the mechanics of the system who mounted a sign on her desk which read "I do it manually".

These are probably over-reactions, but they indicate the dangers of becoming pre-occupied with the development of a system for its own sake. Such a pre-occupation often does not allow for consideration of the user/client to whom the system owes its existence and for whom it must provide a service, or for the environment/climate in which user/clients work. Additionally, the principles on which the system is based should be appropriate to a model of operation which is not only client centered but also efficient and justifiable in terms of the cost of establishment. Some criteria for consideration include:

a) That searching of computer databases will be multi-dimensional i.e. that searches will typically demand upwards of say six descriptors viz. more than could be carried in the mind of a librarian working normally.

b) That files to be searched will be large, say upwards of some 10,000 documents.

c) That the subject areas to be searched will be large and characterised by their overwhelming volume of materials.

The Curriculum Information Service (CIS) was begun on a trial basis following recommendations of a CDC Study Group which inquired into the mode and function of the CDC Information Centre.

An integral part of the service has been a trial involving interchange of documents and the development of a database initially to serve the interests of 600 registered users.

A contract was signed with Australian Consolidated Industries (ACI) who provide a bureau service, and a computer terminal was installed on hire from Plessey. CDC joined the Australian Information Network (AUSINET), a small group of users, prominent among whom is the National Library. The network shares access to a number of databases held in an IBM Computer in Clayton, Victoria, and maintained by ACI. The facility exists for database creation and CDC has been building its own database, effectively, since about April, 1978.

The system that has been established is typical of most storage and information retrieval systems centred on text management and provided by large libraries, particularly those of educational institutions (viz, universities and colleges).

As a first step, the user specifies the subject area(s) of his interest(s); this specification may need refinement, for example, in terms of narrower definition. Thesaurus descriptors (ERIC) are then detailed consistent with the users' interests. A 'search profile' based on the user's interests and using the descriptors is then written. The profile is a set of logic statements which, when entered via the computer terminal, serves as commands for search of the data base e.g. which documents are to be displayed for browsing.

The search commands are entered and the operator then may peruse or browse through the relevant documents which can be displayed one after the other on the screen. Those that are required are saved for printing and generally arrive at CDC a few days afterwards. The search may be modified after document perusal, particularly when it is multi-dimensional i.e. involves a large number of descriptors. Some of the descriptors may be deleted or others added and the search process then continued.

The user receives the printed documents and he may then decide on the basis of the information that he now has, whether to obtain the hard copy materials. Details of their availability are contained in the documents.

Two mailings have been managed as part of the CIS Trial both manually, without systems assistance. The first was a distribution of sample Document Identification Forms to indicate the kinds of information that could be provided. Each user received identical material in this mailing. The second mailing distributed a very limited number of forms from the collection which, at that time, numbered about 400 items.

The database contains abstracts of syllabuses, teachers' guides and handbooks, curricula and other materials supplied by Curriculum Branches of Australian State Departments of Education. Documents provided are given on the understanding that CDC may reproduce and disseminate them to registered users of the service.

Strong demands for such materials have already been expressed by Curriculum Branches on behalf of their own personnel, but also it would seem on behalf of teachers generally. There has been a movement in Australia towards School Based Curriculum Development where many schools have considerably more freedom than before to develop curricula. Such a movement has generated an interest in, and a need for information about ways in which others throughout Australia are developing programs at different levels.

Such an interest appears generally to be initiated by questions such as "where do we start?", "what do we include?", and "how do we proceed?". A knowledge of what is already available must surely be an important consideration for effective planning. Such information is not generally available across Australian materials; it *is* available *within* states on those materials produced *within* each state but it is not generally available across state borders. The National Library also holds some syllabuses and curricula in ANB but the collection is not comprehensive as far as sullabuses/curricula etc. go, nor is the model of dissemination of information about the materials satisfactory from the school's point of view.

CDC will endeavour to obtain permission to include abstracts of other educational documents, reports, case studies and so on so that teacher educators, consultants and advisors may be given assistance in their work as well. Such materials are produced or held by the Educational Research and Development Council, The schools Commission and the Australian Council for Educational Research. ACER is developing the Australian Education Index (AEI) as a database in AUSINET, but other materials are not readily available or freely distributed on a national model. There are some options in the choice of a model to be developed by CDC for the collection, storage, retrieval and dissemination of data. I will briefly outline two of these:

See Model One and Model Two

Teacher Librarians will have important roles to play in both models in serving the curriculum information needs of teachers in schools or local areas. New tasks for them could include:

a) Acting as the 'first point of request' for teachers seeking information on curricula

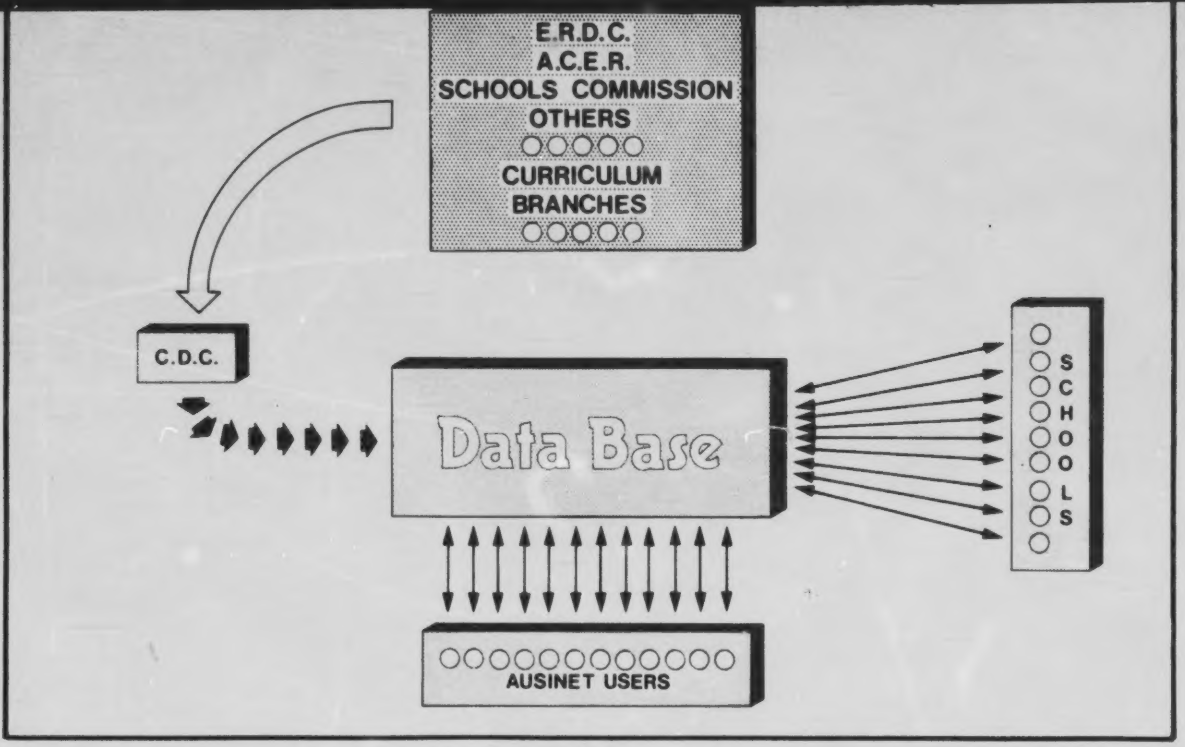
b) Operating a computer terminal to meet those requests

c) Maintaining local curriculum libraries in a variety of media e.g. fiche or even magnetic tape

d) Developing and maintaining a local informal network for curricula information exchange

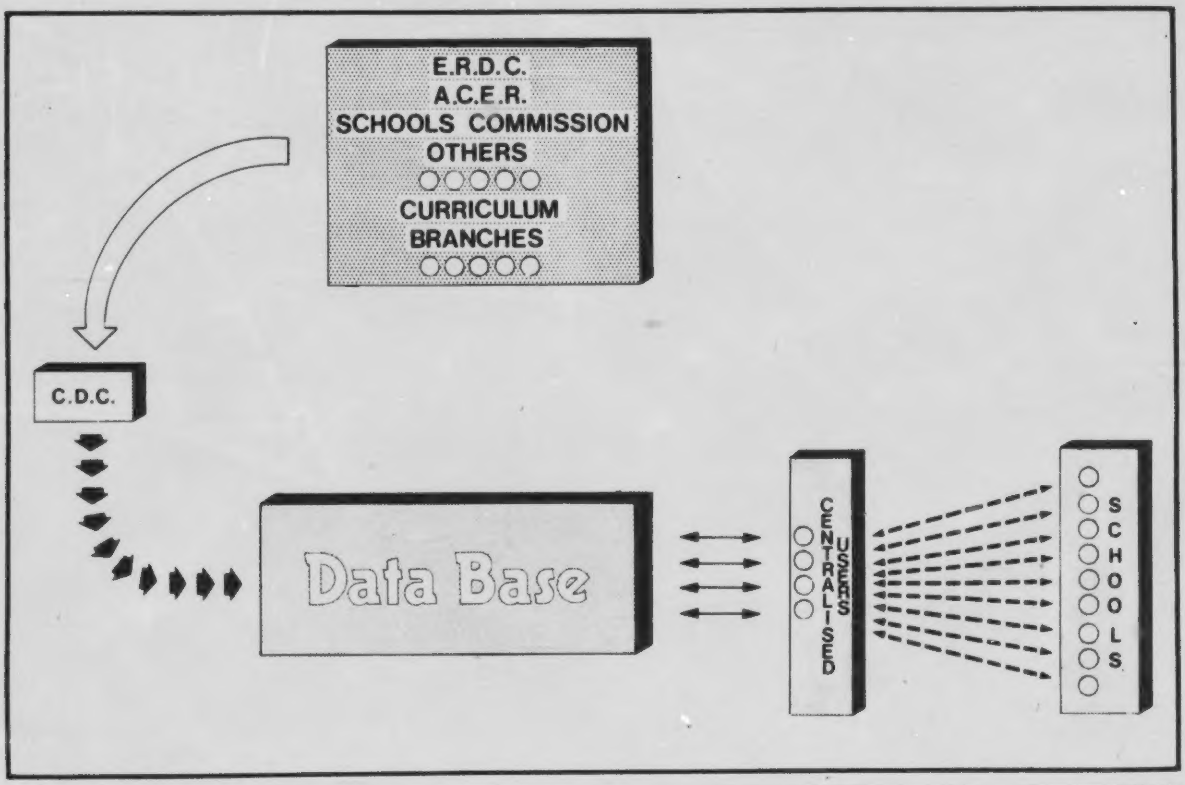
e) Co-ordinating and monitoring the collection of abstracted material for inclusion in the database.

Of course, the specific activities will be conditioned by the stance that the school adopts either consciously or unconsciously according to three dimensional model (describing approaches to and involvement in curriculum development). Your participation and involvement in a CIS will to a degree be conditioned by CDC's success in establishing the service. The task before us is formidable to develop a quality service requiring considerable effort at a considerable price. It is rather like buying oats - if you want quality oats you must be prepared to pay a fair price; if you are satisfied with oats that have already been through the horse, then that comes a lot more cheaply.


E.R.D.C.
A.C.E.R.
SCHOOLS COMMISSION
OTHERS
CURRICULUM
BRANCHES
C.D.C.
Data Base
SCHOOLS
AUSINET USERS

MODEL ONE

KEY:
Search and retrieval ↔
Abstracting and provision of documents ⇒
Data base creation ▶▶▶


E.R.D.C.
A.C.E.R.
SCHOOLS COMMISSION
OTHERS
CURRICULUM
BRANCHES
C.D.C.
Data Base
CENTRALISED
USERS
SCHOOLS

MODEL TWO

C.D.C. Own Computer

KEY:
Search and retrieval ↔
Abstracting and provision of documents ⇒
Data base creation ▶▶▶
Servicing requests ⇠⇢

OPENING OF EXHIBITIONS

John Gregory, President of S.A. Institute of Teachers

JOHN GREGORY

Welcome to the opening of the Trade Fair at this the 6th National Australian School Library Association Conference.

Congratulations to the Trade Exhibitors, for the results of careful planning are easily appreciated. It is a pity in a way that teachers are unable to display their product with equal ease and impact.

Nevertheless, I believe that the Trade Exhibitors make a point by their very attendance that we need to appreciate as teachers. They are out to sell their products. Teachers have some selling to do too.

That sales process bears some thinking about. There are plenty of books on it. But three essential elements are:

1) The product is defined, as are the benefits to buyers. What's the Market?

2) The product is presented actively and attractively.

3) The buyer has the money needed to make the purchase.

I do not think that we teachers spend enough time defining our product or its benefits. In fact, the entire structure of our secondary schools works against it. We have specialists for most subjects and the sad sausage syndrome thrives. It means very simply that a sausage consists of several main constituents. Meat, fat, spices and skin. Students can be similarly regarded. But try to imagine an all-skin sausage, or an all-fat sausage being sold. We have to get the bits together and sell that. At present I see many efforts to sell geography students, maths students, English students and so on. But whole students?

And our failure to sell is starting to have consequences. People aren't buying like they used to.

One of our big selling points was utilitarian education.

Educational economists invented fancy formulae which showed that a child who left school at year 10 represented so many invested dollars and one who left at year 12 represented so many more.

They also showed that the year 12 student commanded a higher income for the rest of his life and returned the money in tax at a faster rate and returned more into the bargain. The year 10 student is likely to be unemployed.

The utilitarian investment function assumed that jobs were available.

They are not now.

Youth unemployment rates have been rising steadily for the last decade. They will soon rise faster still. Computer teller terminals mean that banks don't recruit school leavers like they used to. Fiat uses robot welders. Mechanised road sweepers have replaced the human variety.

In fact, technological changes such as these are replacing 1,000 workers each week in Australia. Telecom is just one example of the issues at stake.

Add to this the fact that 1.2 million workers will enter the workforce in the next ten years. These are students in our schools now. At the same time, the total number of people in Australia will remain about the same. Who then is going to employ them and use their goods and services?

I think that these trends, and there are others like them, mean that it's time we re-examined our market and our product. We need to do that, in a hurry, because the job ticket assumptions which underly our education system just don't wear for the 10% of our school leavers who remain unemployed for a year or more. It doesn't hold much for the 40% out of work for three months either.

We have to get back to notions of intrinsic scholarship and education for leisure. We have to know why, and we have to say why to parents, pupils, politicians and public.

To do that, we pedagogues need access to information on the trends that I have described. This information is available.

Is it in our resource centres and do those resource centres have a professional staff library and, if so, do staff have time to use it?

We must do this. We have had a warning in South Australia.

Our equipment grants are cut by half. It will be harder to sell resource materials this year because of that. Resource centre staffing targets mentioned in "Books and Beyond" may never be achieved because we are not selling ourselves.

I think then that the Trade Exhibitors do us a service. Let's learn from them and recognise that there is an interdependence which serves us all. And, at the same time, let's see what we can all do in selling education.

WOMEN AND THE CURRICULUM

Denise Bradley, Women's Adviser to the South Australian Education Department

DENISE BRADLEY

The resurgence of the 'new' feminism in Australia since the late sixties has led to renewed debate about the inferior status of women and, as part of that debate, the role of education in reinforcing or countering that inferior status. One of the most marked differences between earlier feminist movements and the current one is that there is a different analysis both of the problem and of possible solutions to it. The concern is not only with the end of overt discrimination against women in employment, in education, in access to decision making and in the provision of goods and services but also with an analysis of, and attack upon, the indirect and subtle factors operating in our society which contribute to women's inferior status.

Education has become a focus of comment and criticism from feminists because it is seen as one of the ways in which inappropriate sex role stereotyping, which confines both sexes but particularly females within very narrow boundaries of 'acceptable' behaviour for that sex, is reinforced. Stereotypes cut down options and choices for both sexes but they trap women and girls within an image of passivity, docility, compliance, incompetence and powerlessness which diminishes their sense of self-esteem and social worth. One of the ways in which sex role stereotyping is reinforced is through the curriculum of schools - overt and hidden. The feminist analysis of curriculum has highlighted:

(1) the invisibility of women

(2) women as the second sex

(3) the depiction of the female role

(4) women's experience interpreted by men.

(1) *The Invisibility of Women*

Despite the fact that women make up 50% of the population, curriculum materials do not adequately represent women either in texts or in visual materials. Studies of readers, of social studies textbooks, of history books, of geography books show us that women and girls are either ignored or neglected. For example, in the Connexions series the volumes entitled *All in the game: the function and meaning of sport* and *Winners can laugh: sport and society* women are almost exclusively illustrated as the reward of male sporting success. There are 19 illustrations of female athletes in the two books which have 128 pages with two or three illustrations per page. Surveys of readers and children's picture books all over the world show us that male characters outnumber female characters in these books by two or three to one. Accounts of historical events frequently omit references to women's participation in these events, or to the impact of these events upon women. Not only are individual women omitted but intellectual, cultural and social achievements in areas in which women have traditionally been involved are excluded totally, or glossed over or tagged onto a chapter's end almost as an afterthought.

(2) *The Second Sex*

Simone de Beauvoir writes:

> "Humanity is male and man defines woman not in herself but as relative to him; she is not regarded as an autonomous being."

Very often in curriculum materials females are the second sex, defined as relative to men when they are mentioned. Women is 'the other' - without a name and identified as the wife, sister, mother of some man.

This is best shown by an example from literature. The Countess of Pembroke was a scholar and patron of writers - the Delia of Samuel Daniel's sonnets. William Browne dignified her thus in her epitaph:

> "Underneath this sable hearse
> Lies the subject of all verse
> Sidney's sister, Pembroke's mother..."

There is, too, the use of 'man' and the masculine pronoun to refer to humans - men and women. The use of 'man' means that children visualise a male when the word is used so that books with titles like *Man makes history* or *Man in his world* can lead them to believe that men are the only people who have been or are significant in our society.

Language can be used, too, to treat women as the exception - for example poetess or woman doctor. Such use of language suggests that any poet or doctor who is female is somehow 'exceptional' - different from 'normal' doctors or poets who are male.

(3) *The Female Role*

(a) Children

Studies of readers and picture books show us that among child characters:

- boys are active, adventurous, independent and engaged in many interesting pursuits
- girls are passive, fearful, dependent and docile
- girls cry more often than boys
- girls are generally smaller and younger than their male counterparts
- girls are often immobile, restricted by clothing, indoors or cut off from the activities of the outside world by the window, porch or fence of their home. Often they are watching boys playing outside.

Overwhelmingly the message is Boys do : Girls are.

(b) Adults

In readers and fiction men show significantly more behaviour that is active, creative, ingenious, industrious, aggressive autonomous and exploratory than women. They show more social power than women who are overwhelmingly depicted as passive, supportive and comforting. Very often the adult woman is a 'token' female who has no part in the story and exhibits no behaviour outside a very narrow picture of the domestic role - providing food and clothing and taking routine care of others - usually male. Mothers usually *don't* wear slacks, drive cars, mow lawns, take children on interesting outings or engage in paid work outside the home. They *do* wear aprons, scold children and spend most of their time in the kitchen.

Working women, when shown, are in typically female occupations - teacher, nurse, maid, shop assistant. Typically, males are shown in four or five times as many occupations as women.

(4) *Women's Experience Interpreted by Men*

A friend of mine said lately:

> "Literature is male - men wrote it, directed it and star in it."

Simone de Beauvoir, too, says:

> "Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with absolute truth."

Because men's literary creativity has in the past been permitted to flower, literature in schools contains much material that is written by men. This means that this powerful vehicle for the transmission of ideas and attitudes presents often a male view of the world. Because:

- there are few books, poems, short stories studied which have been written by women

- there are few literary works with main female characters

- literary works with main female characters are often written by men

this means that women's experiences, when depicted, are interpreted by men.

Only recently, with writers like Lessing, Fay Weldon and Elaine Feinstein, are more books being published which explore areas of women's experience which have been closed before because only women can know of them and also, until recently, experiences like childbirth or lesbian love were not considered 'suitable' for depiction in great detail.

As well, we should realise that in works of literary criticism women's creativity is often devalued. Women writers are very often 'feminine' (a derogatory word, of course,) or 'slight' or 'minor' talents.

Such analysis of the curriculum has taken place during a time of very rapid change in the social role of women in Australia and I would like now to spend some time on this.

A number of factors can be examined which show us that Australian women today are living through social changes which affect their work life, their standing in the community in which they live and their deepest and most important personal relationships.

I'd like to look briefly at two factors:

(1) patterns of child rearing

(2) the role of women in the workforce in Australia.

I'd then like to reflect upon the impact of these factors on women's lives.

Well, then, let's look first at patterns of child rearing. In 1891 the average completed family size in Australia was 6.5. In 1921 it was 4 and in 1971 it was 2.7. It has since markedly dropped in South Australia and is at present below zero population growth. It appears to be about 1.89 at present. This means that Australian women today are having fewer children than their mothers and grandmothers. Indeed, for most women the last child is born at about 25 and by the time they're in their early 30's the children are in school for seven hours a day. At the same time women are required to produce much less for their homes than their mothers and grandmothers. For my grandmother there was little choice about domestic labour - there were no washing machines, no refrigerators, no convenience foods. Her days were filled with work and she had little choice in the matter. She was an essential labourer in the domestic economy - she had to be there. For many Australian women today that is not true. They don't *need* to make their own clothes, or their own bread or churn their own butter. They are able, if they wish, to allow many once essential tasks to be taken over by machines in the home or by workers in the factories. Washing day, even for me, and I have four children under 11, holds few terrors when you have an automatic washing machine and a clothes dryer. I can use machines to carry out a task easily that consumed a whole day of my mother's life each week for years. I can also buy clothes for my children, buy my soap, heat my house by turning on a switch, etc. I am able to depend on central production facilities for many things that I would once have had to provide for myself.

I've spent a fair amount of time on all of this because it's vital to understand that on the whole Australian women's lives now are different and they are faced with choices which were not so easily available to earlier generations. They can have more time away from domestic tasks than earlier generations, they live longer, they are healthier and they have fewer children. Well, then, what are they doing with their lives? I'd like to look now at the participation of women in the workforce in Australia.

Since statistics have been kept, Australian women have never constituted *less* than 20% of the workforce. Since 1947 that participation has risen from 22% in 1947 to:

25% in 1961

30% in 1966

32% in 1971

38% in 1976 in Australia overall.

In South Australia the Women's Adviser's Unit in the Premier's Department and the Department of Labour and Industry have produced co-operatively a series of pamphlets called *Facts about the South Australian workforce.* These pamphlets are recently produced and provide a timely analysis of the role of women in the workforce in South Australia.

Let's look at some of these facts:

64% of workers were male in 1977

36% of workers were female in 1977.

That is, one in every three workers is female. At present the female labour force is growing at 9% a year. The proportion of married women in the female labour force has risen from 52% in 1966 to 64% in 1977. This means that only 36% of the female labour force is single, separated or divorced. Since 1966 the *number* of married women in the workforce has almost doubled (an increase of 66, 900 or 98%).

The greatest expansion in the female labour force has occurred in the 25 to 34 and 45 to 54 age brackets. Together these two age groups accounted for the entry of 30,000 women into the workforce since 1971.

Let's look finally and briefly at the *rise* in the labour force participation rates of married women 15 and over between 1971 and 1977 in South Australia.

(1) There has been an overall rise of 30% in married women's participation between 1971 and 1977.

(2) 20 - 24 up 30%

25 - 34 up 44%

35 - 44 up 30%

45 - 54 up 41%

Well, what does it all mean? What can we see happening?

Married women are returning to the workforce, the contribution of women to paid work is increasing, more and more women are *for many reasons* deserting traditional life patterns. Such trends are of great significance for all of us who are interested in social history. The new wave of feminism which reached Australia in the late sixties has led to a renewed questioning of women's role and to a considerable amount of community debate on what is the role of women in Australian society. *Everyone considers him or herself an expert on this, of course. The important thing is, though, that despite our attitudes to the changes, whether or not we approve of them most of us agree that they cannot help but affect all our lives because the change in women's role inevitably affects their relationships with men, their participation in community life and their responsibilities to children.* Throughout Australia governments have, in various degrees, responded to this changing role. In South Australia we have legislation to prohibit discrimination on the grounds of sex or marital status in employment, in education and in the provision of goods and services. The Sex Discrimination Act, as this legislation is called, came into force in August 1976. As well there have been a number of significant and special appointments in the State Government which are designed to aid the State Government in its response to a new situation. In other states there are similar appointments and the Commonwealth Government, too, has made such appointments.

Chronologically, then, we have:

(1) the appointment of Deborah McCulloch in May 1976 as the Premier's Women's Adviser

(2) the appointment of Mary Beasley in August 1976 as Commissioner for Equal Opportunity

(3) the appointment of Jack Merchant in July 1977 as Equal Opportunities Officer for the Public Service Board

(4) my own appointment in September 1977 as Women's Adviser to the Education Department.

Such legislation and appointments are recognition of a number of things. They recognise that women have been discriminated against and that deliberate efforts must be made to remove any barriers which prevent their having the chance to make real choices in their lives. These appointments have been made, too, because often women are totally absent from the decision making process. Women's sparse representation among Federal and State parliamentarians is true also within Government Departments and in large companies. They are not represented at top management level. In our own Department, despite the fact that there are more female than male teachers and that teaching is a 'female' profession, no woman has yet proceeded beyond the level of Regional Director which is four levels from the top. There are no women on the Education Department's top Management and Policy Committees.

Women are then in the workforce, an increasing number of them are married women and there is no discernible trend for them to leave. I've noted that they are not in top management. I'd also like to point out that, despite their increasing contribution to the paid workforce they are still concentrated in a narrow range of occupations.

Women are concentrated in the occupational categories of service, sport and recreation; clerical, professional and technical and sales. Women have been readily absorbed into a range of occupations in the sales and service, sport and recreation categories which involve low levels of skill and responsibility. It should be noted that women are usually found in only two out of 13 professions. For example, in 1971 81% of women in technical and professional occupations were in nursing or teaching.

This concentration of women into a narrow range of occupations and into low level and low status jobs can be clearly seen to be not making the best use of available talent. If women are to be in paid work for much of their lives then a sensible social policy would accept this and seek to make the best possible use of their skills. In order for us to do this we have to remove a number of barriers to women's wider participation - some of these barriers can be removed by legislation like the Sex Discrimination Act, the removal of others involves a more fundamental appraisal of, for example, our attitudes to education and assumptions underlying social planning which often still continues at every level of government without any attention being paid to the particular needs of women.

As I am the Women's Adviser to the Education Department you will realise that I believe that the educational process should play an important part in providing boys and girls with the opportunity to make rational choices about their lives and should help boys and girls to gain the skills they need to help them in their future lives.

We realise now that the outcomes of schooling for girls are different from the outcomes for boys. The end of gross differences in the education of girls and boys, in South Australia,

- single sex schools

- secondary subjects restricted to boys or girls only, like woodwork and home economics

- the lower retention rate of females in secondary education has not meant that there has been any noticeable change in

- secondary subject choice
- women's lower participation in post secondary training
- the narrow range of occupations chosen by women after schooling.

We must, then, begin to examine two things in schools. They are the roles of significant adults, that is, male and female teachers and the messages passed on through materials in the overt curriculum. We need to examine all the messages that school transmits about sex roles in the covert and the overt curriculum. It is, of course, a much harder job than opening woodwork classes to girls.

As I stated earlier, my appointment as Women's Adviser to the Education Department last year can be seen as a response by the Department to the kinds of issues that I've been outlining. I have been appointed for three years and in that time I am very broadly to:

- advise on curriculum
- advise on the role and status of women teachers
- initiate discussion in the community and in education on the role of women (that's why I'm here today - point 3 of the job specification).

Why did the Education Department believe it needed a Women's Adviser? Can we isolate some of the areas of concern - some of the places, for example, where the outcomes of schooling for girls are not the same as they are for boys? (We are working, of course, on the reasonable assumption that intelligence and ability are distributed evenly through both sexes - that males as a group are no cleverer or more able than females).

(1) Major surveys of adolescents in Sydney and Melbourne have shown us that girls as a group have less self-esteem, less self-confidence and less sense of their social worth as people than boys by the end of schooling.

(2) The rapid change in social roles - particularly the role of women, means that there are fewer certainties - parents and teachers can't be *sure* that girls will have careers as full-time mothers and housewives and that boys will have a lifetime of paid work.

(3) There is still very marked sex stereotyping of subject choice in South Australian secondary schools. In 1976 in maths, for example, 3,200 boys and 1,800 girls sat for matriculation maths 1 and 2 or maths 1S, although in the examination overall half of the students were female. Maths is a pre-requisite for many post secondary courses and students who abandon the study of maths by Year 12 have very considerably narrowed the options they have for post secondary study and, therefore, their career choices.

(4) Among each of the 'traditional' female occupations - teaching, nursing, clerical/office work, sales work and hairdressing, there are very high levels of unemployment. The concentration of women in these areas means that they are competing constantly with each other for jobs in a shrinking market.

What then must we try to do? I'd like to suggest what we need to do and show what we are doing. I'd like to suggest too that enough is not being done in this vital area.

- First of all we need to know more - we need to understand better how the school situation contributes to the development of a child's view of him or herself as an individual and as a member of a gender group. We don't as yet know enough about it. Two of our curriculum projects:

  (a) SERIM - Sexism in Early Reading Instruction and Materials

  (b) Girls and Careers

  are helping us to understand better the role of the school in this process.

- We must present in the curriculum at all levels a much wider range of role models for girls and boys. Such a process does not need to be particularly overt and is concerned with addition of material to the curriculum, but we do need to ensure that the materials our children use in schools present as wide a range of acceptable human behaviour open to both sexes as possible. Obviously we've been looking at this. The *Register of women in non-traditional occupations in South Australia* will soon be produced as a resource for schools. It contains photographs and excerpts from interviews with 60 women who work in unusual (for women) jobs. The *SERIM* Project is at present producing a series of pictures on the theme of nurture for Junior Primary Schools. These pictures show *men* and *women, boys* and *girls* caring for others - being kind, sympathetic and loving.

- We must publicise the facts. We must ensure that parents and teachers help both sexes to make realistic subject choices during secondary school and to be aware of the range of career options open to them at the end of schooling. Particular care must be taken with such counselling for girls as they may need special support because of lower self-confidence.

- We must help students to look more realistically at their future lives. Most of them - boys and girls - will marry and have children. Before boys and girls leave school they need to have begun to consider what patterns of work and domestic responsibility are possible and appropriate and they need, too, to be able to care for themselves - to have acquired basic competence in the survival skills so that they can cook, clean, sew, do routine household repairs etc. Our Health Education and Home Economics courses, for example, attempt to do some of these things but, nevertheless, a girl in a South Australian secondary school could still early this year present this picture of her day as an adult of the future:

  > "I would get up early, have a shower and set the table. Then I would wake my husband and get him off to work. By that time my children would be awake. I would get breakfast for them, make their lunch and drive them to school. From school I would go straight to work with an old school friend. I would like to be a vet and would spend my time treating animals, operating etc. For lunch I would have a simple lunch of coffee and sandwiches. I would no doubt knock off at 4.30 p.m. when I would pick my kids up from a good friend's house. At home I would quickly tidy the house, feed our animals (cat, dog, rabbit, bird) with my children's help. By this time my husband would be home 5.30 p.m. And we would have afternoon tea. Then my husband would play with my children while I cooked the tea. We would sit down to a nice healthy tea.

> Then my kids would go to bed. And I would do my jobs (ironing, washing up etc.). After I would sit down with my husband have a cup of tea and talk about the day etc."

It's most unrealistic and yet she *was one of only a few* of the nearly 300 adolescents tested who even saw that the future could combine paid work and domestic responsibility. None of the 300 boys and girls appeared to see flexibility or role sharing as a possibility. Most of them saw a choice between work and home as a necessity for girls. And yet 28% of the female labour force in 1977 in Australia had children under 12. Is it conceivable that their lives are like this?

- We need, too, to put our own house in order in the Education Department. We must allow women a greater share in the educational decisions. Women teachers are not, as I've said before, influential in the formulation of education policy. As well, parent groups which have a very high proportion of women should be actively encouraged to contribute to the formulation of policy at every level of education - in schools, in regions and in the central administration. For too long the contribution of the female parent to education has been over too narrow a range.

The increased contribution of women will mean:

- better decisions because of the wider representation of viewpoints

- more role models for girls in schools of competent, confident, independent and socially powerful women. It increases the range of behaviours presented to girls as open to them and prepares them for a future which has more choices than were ever before open to women.

We have already learnt some important things about women in the curriculum from South Australian curriculum projects. We know through action research like the *SERIM* Project and the *Girls and Careers Project* that:

- sex role stereotyping can be countered in schools through adaption of the curriculum and students can be helped to see a wider range of life options as open to both sexes.

- the best method of intervention in the overt curriculum is through the addition of materials or the adaption of materials. Removal of materials is hardly ever justified. We must, then, produce non-sexist material.

- the attitudes of teachers are vital. In particular we must work with women teachers to raise their consciousness, to make them more confident, more assertive and more competent people so that they become more able to share in educational decisions in the school and, in doing so, present more positive models to girls.

- all teachers must accept that the issue of women in the curriculum is an educational issue of vital concern to teachers of both sexes. All teachers must examine the relevance of what they are doing and the materials they are using for the reality of their pupils' future lives.

- conscious highlighting of this issue in the curriculum through, for example, special units of work on the Role of Women in Society or Women's Studies Courses, can be useful as long as teachers are aware of possible conflict in the classroom and are prepared to handle it.

It is commonly (and gloomily) stated that our attitudes about sex or race or class are already formed before we reach school and that there is little point in attempts to alter them. Curriculum projects in South Australia have shown us that we can broaden children's notions of appropriate behaviour, choices or opportunities for the sexes. A clear-eyed look at social change shows us that we must enlarge children's notions about sex roles if they are to be equipped adequately for their future lives. Currently the curriculum is, overtly and covertly, educating not for reality but for a myth - a myth about women's lives which has not been true for 15 years, and which will help neither boys or girls in their futures.

This question has generated much heat and a considerable amount of controversy in the past. I believe it's vital that we begin to discuss it more calmly, more rationally and very seriously. The children in our schools - boys and girls - are entering a very different world from the world I entered from school in the mid fifties. Are our schools preparing them realistically for the realities of their futures? Are many of us - women and men - accepting the reality of the social changes that *have already* taken place? I trust we are not looking backwards to a world that has gone. We need to look forward to the hope of a new society where everyone - male and female - can have a wider range of choices and opportunities.

AUSTRALIAN RESOURCE UTILISATION

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In order to explore the question of utilising the Australian learning resources in the context of the theme of this Conference, it is important to place the topic firmly on a historical base. In other words we need to examine 'what has been' and 'what is'. From such a base it may then be possible to offer some suggestions as to 'what might be in the future'.

Before moving on, however, it is necessary to define the topic of this paper. The utilisation of Australian resources has been taken to mean a discussion on how the existing learning materials and facilities can best be used and what might be expected over the next few years. Such a definition, however, could be a little too broad and may lead us to consideration of such topics as community use of resources and facilities and so on. Therefore, in a further attempt to define the parameters of this discussion it was thought best to confine library facilities and materials in relation to the learning program of the school.

This restriction will, it is hoped, serve a number of purposes:

(1) It will stop comments being so wide ranging with a possible consequent lack of in-depth consideration.

(2) It will avoid, to a certain extent, duplicating areas that are being covered by other speakers.

(3) Most importantly, it will enable us to concentrate on the question of effective use of resources.

Having rather severely restricted the general discussion I turn now to summary of the development of school libraries over the last decade or so. In giving such an outline it is necessary also to make some comments about facilities and personnel.

To examine the background of funding for school libraries - particularly at the Federal level - we need to take cognizance of the political philosophies predominant at the time of each step in the provision of Federal funds for education. One important part of the funding question has been, and for that matter still is, the financial support of non-government schools. This is not a question that I intend to go into here but I mention it because, with one or two exceptions, which I will flag, all Federal funding has been to both the government and non-government sectors. Now, some of the details.

The first program supported by the Federal Government provided science laboratories and equipment. Some four or five years later, in 1969, a program supporting secondary school libraries commenced and under the States Grants (Schools) Act 1972, general capital funds were made available along with recurrent funds to non-government schools. Note that these recurrent grants were the only Federal funds specifically allocated to the non-government sector alone.

In summary, I believe it is fair to say that the various funding programs provided by the Federal Government up until the Karmel Report were ad hoc in nature and specific in purpose.

The Karmel Report *Schools in Australia* published in May 1973 was a milestone in the development of our schools. The acceptance of that Report by the Government meant that the Federal Government acknowledged an overall commitment to the support of schools. What has happened since that time, with a tremendous increase in funding from Federal sources, has had far reaching effects - both in the general sense and from our interest point, in the school library field particularly. In an attempt to expand on that I must retrace my steps a little and concentrate on the school library funding area.

Since 1969 when specific purpose grants for school libraries were first introduced, the catalogue of significant features of the program and important changes in emphasis, as I see them, are as follows:

(1) The initial concentration on the provision of buildings.

(2) The thrust to improve the training of personnel.

(3) The introduction of a primary library program in 1974 additional to the existing secondary library program.

(4) The emphasis on the provision of learning materials in that program.

(5) Resource projects undertaken to evaluate the program.

(6) The effects of a total school approach in relation to Federal funding.

(7) The general non-expansionary educational funding climate of the present time.

(1) *Concentration on the Provision of Buildings*

The early days of the first school library funding were times of great excitement and exhilaration. The formation of the Australian School Library Association; the strengthening or establishment of similar associations at the state level; the development of School Library Service Bureaux in every state and the planning and implementation of new facilities, in-service courses and conferences at the local, state and national level - gave to all of us involved the feeling of being part of a dynamic educational thrust.

While remembering those days with a great deal of nostalgia, I now have great reservations about some of the aspects of what happened. The first of these was the emphasis on buildings.

During the period 1969-1975 approximately $100,000,000 was provided from the Commonwealth for school library provision. Of this amount the most optimistic estimate of expenditure on resources is about $25,000,000, which is to say $75,000,000 was spent on buildings. A wrong emphasis in educational terms, in my view, but more of that later when we consider the total approach to school funding now in operation.

The figures quoted above were for the first six years of library funding (1969-1975). I intentionally restricted myself to this period because it is my belief that from 1976 onwards there has been a major change and I will deal with that change in a few moments.

(2) *The Training of Personnel*

Another major change that has occurred is the considerable increase in the availability of trained personnel. Courses existed in a number of places for the training of school librarians, but their suitability and the need for additional courses was a major concern almost from the beginning. At the national level one manifestation of this concern resulted in a workshop being held in 1972 on "Education for School Librarianship". This workshop formulated the following general statement on teacher-librarian education:

> *"Programs of education for teacher-librarians should be designed to enable participants to achieve competence in the fields of teaching, librarianship and administration, so that they can organise effectively and exploit the school library and its resources, and in so doing form their own professional attitudes concerning the role of libraries in resource-based, research-orientated teaching and learning.*
>
> *In addition to the three areas of education, librarianship and administration it is important that tertiary education should be undertaken to the level of a third year major with another academic field."*

Perhaps partly as a result of this workshop, and certainly due to the demand for improved educational opportunities for school librarians, courses of various types and structures were set up throughout Australia. As a result of this the qualifications of people working in our school libraries has improved significantly in the last few years.

The most recent figures on 'qualified' staff that I was able to find in relation to secondary school libraries was reported in *Secondary school libraries in Australia: a report on the evaluation of the Commonwealth Secondary School Libraries Program.*

This report, prepared in 1972, largely by Mr Roy Lundin, states that if the acceptable qualifications are as quoted above from the Workshop on Education for School Librarianship then only 1.58% of those surveyed were suitably qualified.

In 1975 a report from the School Libraries Research Project at Monash University, *Primary school libraries in Australia: a statement of provision and needs,* indicated that 36.5% of teacher-librarians in government primary schools were regarded as suitably trained. The

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important difference, however, between this figure and the 1.58% in relation to secondary schools in 1972 is a far less stringent qualifications definition. The reason for this change can be found in the recommendations of the Karmel Committee on the subject of the training of teacher-librarians. The Committee proposed the funding of courses of an average length of six months, but did not establish a mandatory length. In addition, funds were provided to meet the replacement costs of teachers attending such courses.

It is interesting to note that in the first report prepared by the Schools Commission *Report for the triennium 1976-1978* the specific funds made available for teacher-librarian training were incorporated into the general in-service funding and, at the same time, the Commission stated; inter alia,

> *"There is at present an undesirably rigid distinction between, on the one hand, courses which are regarded as improving formal qualifications and therefore increasing prospects of higher salary and status, and on the other hand, the majority of in-service activities which receive no reward."* (Paragraph 16.21)

This statement, when taken in association with the fact that specific funds are no longer provided for teacher-librarian training, could be taken as meaning that in the opinion of the Commission, formal qualifications are unnecessary in the school library field.

Fortunately, as I have said, formal courses have been established throughout the country, generally in Colleges of Advanced Education and suitably qualified school librarians are now readily available.

(3) *Introduction of a Primary Library Program*

In Chapter 8 of the Karmel Report the introduction of a Primary School Program was recommended. A committee was established under the leadership of Miss Doreen Goodman and the first set of guidelines issued in May 1974. This committee recommended basic levels of provision for book and non-book materials, furniture and furnishings and space allocation for library/resource facilities, and made a number of important changes in emphasis.

(4) *The Emphasis on the Provision of Learning Materials*

From my point of view, however, the most significant aspect of those guidelines was the emphasis placed on the provision of learning resources. As Dr McKinnon, Chairman of the Schools Commission, says in the preamble:

> *"The present levels of resource provision tend to be low. If assistance were only available to enable schools to attain the standards set out in these guidelines, then at the present rate of funding several cohorts of children would have passed through primary schools before all children had access to improved facilities. In the initial two years of funding, the Commission considers that the main thrust of the program should be designed to improve the position in schools currently worst served."*

This change, in effect, provided learning materials to far more schools than would have been possible if such a strategy had not been followed. Moreover, it is generally agreed that the cessation of the subsidy scheme throughout Australia was largely influenced by the program of direct grants for resources that emanated from this Program. Again, the direction taken by the Primary School Library Program influenced the operation of the Secondary School Libraries Program and, as a consequence, the Down-Young study, *Cataloguing for schools*, 1975, page 17-18, was able to forecast a significant increase in national school library bookstocks partly, at least, because of the Australian Government grants.

There can be little doubt that whereas in the period 1969-1975 it is estimated less than 25% of the available funds were used to build up levels of resource availability, since that time great improvements have been made.

(5) *Research Projects Undertaken to Evaluate the Programs*

Reference has been made quite frequently throughout this paper to various findings of Australian school library research projects. Basically there have been two such long-term projects:

(1) An evaluation of the Secondary School Libraries Program undertaken in the Department of Education at the University of Queensland (1970-1974).

(2) A School Libraries Research Project undertaken by the Faculty of Education at Monash University in Victoria.

In both of these projects Mr Roy Lundin participated. At the University of Queensland he was the Project Research Officer, while at Monash University he was one of the two Research Fellows associated with the project - the other being Mr John McArthur.

The projects provided data and analysis that assisted greatly in our understanding of the way in which the programs were developing and the impact being made. It is a matter of some regret that the final report made by the research team at Monash University was not made available.

As a prologue to the research projects already mentioned, it would be appropriate to make mention in a little more detail the investigations undertaken by Doug Down and Wes Young of the Department of Librarianship at the Melbourne State College in relation to the provision of a School Cataloguing Service throughout Australia. In my view the work undertaken by Messrs Down and Young, much of which, by the way, is yet to become generally available, is the most comprehensive and practical approach to the provision of an overall cataloguing service for schools that has been completed to date. Anyone that has any knowledge of the work involved, the deadlines that Down and Young had to meet and the frustration that they faced in terms of lack of co-operation and recognition for their work, at the highest level - in fact, at the Schools Commission level, will join with me in applauding their efforts.

I will leave my comments about this situation until later when I will attempt to draw some strings together in relation to changed attitudes - many of which I believe are acceptable to us all.

Let me finish this section about research by making one or two observations:

(i) The research that was undertaken either on a moderately long-term basis (at Queensland University and Monash University) or on a short-term basis is to be applauded. Such exercises reflect a laudable sense of evaluation that too often is not

> apparent in new thrusts in education. One could, for example, make the observation that similar evaluations of many of the 'new' programs undertaken as a result of the Karmel Committee's Report and later developments have been more information dissemination exercises than real attempts to discover the educational results or expected results of certain strategies. I must hasten to add, that the comments I have just made apply only to the 'research' or 'evaluation' undertaken in relation to the programs of the Schools Commission, *not* to the programs themselves.

From personal experiences, as someone concerned with a Catholic system that covers some sixty or more schools, over 25,000 students and about 650 teachers, I have witnessed, certainly in an empirical way only, the incredible impact of certain aspects of the various programs of the Schools Commission. Nonetheless, it is still fair to say that there is no real academic research being undertaken - at the instigation of the Schools Commission - into its own programs. If you look at the various expert consultants that have, from time to time, been involved in an exercise that could be judged in some way to be evaluative, you will find that generally their academic institutions (if they are connected with any institution) are not totally involved in the operation; are subject to severe restrictions in the way the investigation is undertaken and often findings are not published.

By way of illustration, if we look at the University of Queensland Research Project, we find that the membership of the Advisory Committee of that Project was largely representative of the educational and academic field with only one representative from the Government Agency - namely Mr Max McConchie from the Commonwealth Department of Education. Incidentally, Mr McConchie was the first Assistant Secretary I worked with when I joined that Department in 1970 and I can vouch for his interest, commitment and involvement in the Secondary School Libraries Program as it existed in those far-gone days.

There can be no doubt that this research program was conducted with complete academic freedom and without interference in any way from outside. I have yet to see an example of similar academic freedom in relation to educational research into any of the programs that are presently such a familiar part of the current Commonwealth funding pattern.

Outside the real parameters of this paper, but nonetheless pertinent to the general point I am making now, it is my belief that as part of the current debate going on in, about and around education, the Commonwealth Government, and Senator Carrick in particular, should initiate research into each and every aspect of the Commonwealth programs of school funding. Such research, I would suggest, must be undertaken by a reputable academic institution and be independent of any influence or pressure. It is only in this way that the Government and the Australian people will know and understand the basis-for-good on which every program of the Schools Commission is based. In order that what I have said is not misunderstood, let me attempt to put it another way. I believe, and I think every person involved in or concerned with education would agree, that the different programs of the Schools Commission have a great potential for improving our educational system. Could I say that I would stress the word *improving* and not *influencing*. I cannot accept any concept of influence in secular education either from an educational, philosophical or religious point of view. The task surely is to improve our education because once any individual, group, agency or government attempts to influence education then the word 'education' becomes meaningless.

By way of showing the attitude of the Catholic School System with which I am involved to the question of undue influence, I quote from a recent document published by the Vatican - *The Catholic school.* This is a document that I would commend to all interested in schools generally because it puts forward some very sound ideas on what it is that we all should be about in education. The quotation is this:

> *"The School must stimulate the pupil to exercise his intelligence through the dynamics of understanding to attain clarity and inventiveness. It must help him spell out the meaning of his experience and their truths. Any school which neglects this duty and which offers merely pre-cast conclusions hinders the personal development of its pupils."*

(6) *The Effects of a Total School Approach in Relation to Federal Funding*

You will recall my previous comments about specific purpose programs - science laboratories, libraries and so on. This approach was in some ways continued with the implementation of the recommendations of the Karmel Committee to the extent that specific funds, within the capital area, were designated for particular aspects. For example, there were *five* different areas provided with specified funds for capital works. Table 1 below sets out the areas and the amounts.

TABLE I

CAPITAL GRANTS, ALL STATES

1974 TO 1975

PROGRAM	GOVERNMENT $000	NON-GOVERNMENT $000	TOTAL $000
General Buildings	164,000	31,680	195,680
Libraries			
- Primary	16,000	4,000	20,000
- Secondary	17,260	4,020	21,280
Disadvantaged Schools	26,240	3,760	30,000
Special Education	20,000	---	20,000
TOTAL	243,500	43,460	286,960

This strategy was rejected in the first report of the Schools Commission for the triennium 1976-1978 (July 1975). In that report it was stated:

> *"The Commission has examined the advantages and disadvantages of amalgamating or separating, in legislative terms, those elements of its overall Capital Grants Program designed to meet particular needs, for example, libraries and disadvantaged*

> *schools capital funds. It has decided that in the interests of facilitating consideration of the total needs of a school by those concerned with the type of service it should provide, and of placing responsibility for research allocation decisions as close to the workplace as is practicable, all capital components should be integrated into one program. Although the Commission is not recommending that funds for specific purposes be isolated into discrete programs with formal legislative constraints on spending, it does expect that funds will be applied in accordance with the principles outlined in this Report."*
> (Paragraph 18.24)

As a consequence of this change, separate provisions for libraries and other aspects were deleted from legislation and funding was lumped together under the single component. Table II below, is a composite table developed from Schedules 1 and 2 of the States Grants (Schools) Act 1976. Number 36 of 1976.

TABLE II

BUILDING AND EQUIPMENT PROJECTS

FOR 1976 ($000)

Government	$ 65,800
Non-Government	$ 11,005
TOTAL	$ 76,805

I have provided these tables simply to illustrate the change in approach and I must warn that comparisons between the two tables in terms of the financial allocations is difficult because one covers two years while the other deals with only one year. Table I includes funds available under differing pieces of legislation while Table II does not. In addition, Table II reflects the first set of financial guidelines issued to the Schools Commission by the Labor Government late in 1975.

The important point to note, I think, is the overall approach to the provision of school facilities. Certainly when each of the reports issued by the Schools Commission are examined, this total approach is constant right up until the present time. In the very latest report for the triennium 1979-1981, published in April 1978, a harder line emerged. The various components of the Capital Program such as libraries, disadvantaged schools etc., had been discussed in separate paragraphs and notionally allocated funds as a guide to the various authorities, in previous reports. In this report, I can find no separate paragraphs dealing with libraries at all and in the tables setting out notional allocations of funds a new term 'special purpose' has emerged, thus giving authorities even more flexibility in meeting their particular requirements and removing the last link or commitment, albeit tenuous, to specific library programs.

In another related area, the Commission went a little further when in July 1976 it agreed to pressure from two states and announced:

> *"The Commission has agreed to make adjustments between the notional general recurrent grants and capital grants in two*

states to meet the balance of priorities in an extremely tight situation."

The two states were New South Wales where $2 million was transferred and Queensland where $5 million was transferred from recurrent to capital.

This procedure was not important in itself but is indicative of an increasing flexibility for funds to be allocated according to the requirements of the states as agreed to by the Commission.

As a matter of interest, in the August 1977 report of the Commission, the states generally preferred to take cuts in capital grants rather than the recurrent grants area. This situation was partly brought about by limited growth in Commonwealth funding, but the main point to keep in mind is that the decisions taken were generally towards cutting capital grants in favour of maintaining as close as possible the level of recurrent funding. Table III sets out these details.

TABLE III

REDUCTIONS IN CAPITAL COMMONWEALTH CAPITAL GRANTS TO GOVERNMENT SCHOOLS FOR 1978

STATE	AMOUNT OF REDUCTION
New South Wales	$ 2.8 m
Victoria	$ 1.8 m
Queensland	$ 0.9 m
South Australia	$ 0.8 m
Western Australia	NIL
Tasmania	$ 0.11m
TOTAL	$ 6.41m

In effect, this all adds up to the following:

(a) specific purpose grants gave way to grants with far less restrictions placed on them;

(b) capital grants overall have been subject to cuts since the school year 1976; and

(c) states when given the choice have generally transferred funds from capital to the recurrent area, thus further reducing the availability of funds.

(7) *Non-Expansionary Funding for Education*

We are all very familiar with the current economic climate and the effects this is having on the continued expansion of funding for education. Since 1975 funding for schools has been subject to strict financial guidelines from the Commonwealth Government .

This, along with the sorts of changes that have taken place in the emphasis made, and being made, by the Schools Commission have brought the school library profession to its moment of truth.

Ernest Roe in *Teachers, librarians and children*, published first in 1965 made one of my favourite statements:

> *"The ignorance of teachers and other people about libraries on the one hand, the passivity and preoccupation of librarians on the other, clearly limit the educational role of the library."*

This statement is, to a certain extent, reinforced by Roy Lundin in his M.Ed thesis - *A study of the influences of new library facilities and an increase in qualified library staff on secondary school library usage* - a thesis submitted in partial fulfilment of the requirements for the Degree of Master of Education at the University of Queensland, 1976. Mr Lundin's findings included the following:

> *"The service rules and organisational procedures introduced by teacher-librarians are a major source of student dissatisfaction. Students feel a sense of constraint as a result of the regulations."* (page 245)

Where does all this lead? I will attempt to summarise the situation as I see it and indicate the directions that the school library field must take.

Summary and Conclusions

We have come from:

(1) A situation with limited library provision to a greatly improved position.

(2) Limited availability of trained personnel to a greatly improved provision over the past few years.

(3) Direct funding for library facilities and resources to a circumstance where no legislative provision exists.

(4) An unquestioning acceptance of funding for education to the present debate about effectiveness of schools.

(5) A period where the teacher-librarian was seen as, and sometimes was, an isolated custodian of resources to:

   (i) ... the librarian serving as an educator;

   (ii) the librarian programming for the most effective and educationally rewarding use of all types and kinds of instructional media;

   (iii) the librarian serving as a co-operating and/or team teacher;

(iv) the librarian directly involved in curriculum planning, revision and development.

(DAVIES, Ruth Ann *The school library: a force for educational excellence.* New York: Bowker, 1969, 23)

It is interesting that a statement written in 1969 can, almost a decade later, still be so relevant.

Does it mean we have progressed such a short way? No, I do not think so. What it does mean is that people working in or concerned with school libraries and their part in education have to examine far more critically what it is they are attempting to do - and what is the most cost-effective way they can reach that objective.

We have all heard examples from both Australia and overseas of appalling wastage of funds often to meet criteria of administrative expedience. One example that I will mention is the case of a central committee establishing what it thought were basic resources for the total curriculum in secondary schools. These resources were then purchased centrally for all schools and distributed throughout the state. Unfortunately, it had been overlooked that schools do not all teach the same subjects and, as a consequence of this oversight, thousands of dollars worth of resources were sent to schools that did not teach the subjects applicable to the resources.

Certainly, examples of this type are not heard of today and we can applaud the increasing trend throughout Australia for cash grants going directly to schools for learning resources, thus replacing the issue of materials from a central source or even the central purchasing of these materials. Such a move increases the responsibility at the local level. No longer can 'Head Office' or some other authority outside the school be blamed for mistakes, either in judgement or in the implementation of a purchasing policy for learning materials.

Where does this leave us? With limited funds and the further requirement that the need for additional resources must be proven. To do this, co-operation with our teacher-colleagues is essential. The full utilisation of what is already available in our schools is imperative. The educational dollar has, I believe, reached its highest level and while it may, just may, be maintained, the calls on that dollar are becoming more diverse.

The school library field cannot be complacent. If it is, it will wither away. The school librarians cannot in any way be seen as living in a glass tower, hoarding their lovely collections. Be aware of the situation in your own schools. Work with the school, not against it. Most importantly, remember that the library is an integral part of the learning processes that occur and the school librarian is the one who plays a vital role in the total educational program.

In the Australian context, Part I of *Guidelines for library services in primary schools,* outlines in a far better way than I could ever hope to do, the attitudes that I believe will guarantee continued support for school libraries and learning resources. There are a few examples:

(1) Library service ... places the emphasis on the ... service concept.

(2) Children, staff and community co-operate to ensure that the service meets their needs and provides the necessary opportunities for learning.

(3) It is axiomatic that each school should have its own clearly stated educational aims and objectives. They provide the basis for determining whether the library service is meeting the school's needs and for

evaluating the continued educational currency of the materials.

(4) The library service is planned by the Principal, the teachers and the teacher-librarian to utilise all the available resources.

No emphasis there on monumental buildings, no mention there of the rights of school librarians. Only by following a service concept; by becoming a co-operative and co-operating member of the teaching staff can the beginnings of improved library and resource provisions, so evident during the 1970's, be expected to continue and develop. On the other hand, I suggest that if these strategies are not embraced by all involved in the school library field, funds will be diverted to those areas of schooling that can illustrate a complete involvement in the learning program.

DIRECTIONS OF CURRICULUM DEVELOPMENT IN SOUTH AUSTRALIA

Roy Smallacombe, Assistant Director of Curriculum,
Education Department of South Australia

I sense that I am at the mercy of the weather in advance. On the afternoon of August 29, I observe, ASLA conferees have the excruciatingly difficult task of choosing between deep consideration of the above subject, two other subjects by very well informed speakers - and tours! My best sense tells me that 'tours' should prove an irresistible conference item if the elements produce a pleasant early spring day. Thus the reason for my opening remark.

The term 'curriculum' assumed a new importance in the South Australian Education Department in 1976 when, in the latter stages of Departmental re-organisation, the curriculum section comprised half of the soon-to-disappear Schools Directorate. In March 1978, the Curriculum Directorate was officially instituted with roles and composition quite distinctive for education systems in Australia. The present intention is for curriculum development to be a supportive activity carried out by the central directorate. These roles have been articulated as follows:

1. to develop curriculum policy, and curriculum, for approval by the Director-General of Education;
2. to facilitate the implementation of curriculum policy in schools;
3. to assist schools to develop and maintain the best possible educational environment for students; and
4. to communicate openly with schools, regions, institutions concerned with curriculum development, and the community, with respect to curriculum matters.

The scope of the persons engaged in curriculum development includes a small army of teachers, administrators, advisors and project teams.

The people involved in curriculum work are the key to any success. Let me describe briefly the main participants:

Curriculum Committees

We believe in, and practise co-operation in, curriculum development. The committees are convened by Principal Education Officers, key specialists and/or leaders in our system, and consist mainly of practising teachers.

Committees meet for an equivalent of half a day per week, are appointed for a two-year term. You will be interested in the opportunity for all teachers to apply for membership.

Officers of the Directorate

Since the department has been reorganised along functional lines, the duties of the superintendents in the Curriculum Directorate have been arranged for curriculum information-gathering and policy-development: design and development: implementation and advisory services: liaison and evaluation: and curriculum services.

Project Teams

A favoured and successful strategy in writing and establishing new courses, inservice and implementation has been the use of a small, expert project team. This mode has been used for new courses in religious education, health education, language and learning development, primary social studies, reception to year 12 mathematics, and career education.

Individuals or Groups for Fixed-Term Writing Projects

Teachers have been seconded under a key leader for terms of up to a year to write specific guideline statements or for curriculum management tasks. The range of publications indicates the versatility of these groups.

The task of curriculum development is seen to be essentially person-based and dynamic, responsive to the needs and state of the schools in the education system. In South Australia we have assumed a number of theoretical considerations for curriculum.

The opportunity for school-based curriculum development is open: in fact, schools may determine their place on an imaginary continuum for school-based to centrally-based. However, so great is the demand on time, expertise and resources that schools have indicated little desire for totally school-based development: they have indicated that they prefer to have the right to select and adapt.

The Curriculum Directorate nevertheless, in its enabling role, believes that schools should be encouraged to make choices from alternatives.

Whether the views of Tyler, Herrick or Skilbeck are accepted, the common assumption is that curriculum development is a process whose elements are needs assessment, determination of aims, decisions about materials and teaching methods and evaluation leading to informed decisions for improvement.

There is also an awareness of the social forces upon the curriculum. Thus curriculum committees and writers are asked to consider aspects such as sexism, career education, multiculturalism, consumer education, environmental education, outdoor education, and the like, in their statements and documents. Similarly, they are asked to keep their writings consonant with the four main bases of curriculum development - social forces, human development, the nature of learning and the nature of knowledge.

Traditionally curriculum development, at the investigation and writing stages, has been a task for professionals. We believe this is still true, although information is welcome from many sources. The notion of community involvement is delicate and we are in early days. However, at the implementation stage it is a growing policy to foster wider community advice and participation.

A number of schools have now established curriculum committees or councils with wider representation than teachers only. The experiments are proving a great success.

But, you may ask, what is the visible evidence of the real curriculum work? What kinds of documents are being produced? Many.

A number of R-12 framework statements have been, or soon will be, produced - in music, art, physical education, religious education, health education, mathematics, film and television, and social studies. All this in much less than a year.

The range of syllabuses, together with teacher guides in many cases, is available in a multitude of subjects, as you would expect.

The Curriculum Directorate is currently producing the first of a number of papers to assist schools with curriculum planning and management in their daily situation. These range over such topics as *"A guide to a process of curriculum development", "Social education"* and *"Primary-secondary bridging"*.

New ground has been broken in the field of community languages. A small team of primary writers in 1977 produced a most comprehensive Indonesian curriculum for years three to seven, together with teacher guides and support materials. A similar curriculum in German is being produced in 1978. Nor should we overlook a project carried out with CDC support from February to June 1978 in Italian for years one to four.

We have been fortunate in the opportunity to plan curriculum across the whole span of schooling: and to have the Curriculum Directorate embrace all the persons and functions to facilitate curriculum development, production and implementation.

But we should sound a warning. The temptation to attempt too much too quickly in curriculum work is great indeed. Enthusiasts and empire-builders can quickly lose step with the classroom teacher. Documents can be crammed with incomprehensible jargon. The specialist and the strong-willed can be hypnotised by their own curriculum reflection. Essentially linked with the above developments is the ongoing task of encouraging good curriculum planning and management at school level. 'Balance' in the total curriculum is vital. The attempt to define the essential purposes of schools and to articulate a core or common curriculum are high priorities for the future. We see a need to attend as much to the hidden curriculum as to the formal. Many of these considerations could each form the basis of a long paper and animated discussion.

Curriculum, as we see it, is essentially not a theoretical exercising in manipulating content and teaching methods: it is the vehicle used by the teacher to assist boys and girls to understand better both themselves and their world, to develop in all the possible aspects of their being, and to find the experience challenging and fulfilling.

PUBLIC LECTURE

AUSTRALIA REVISITED: 1970 - 1978

Professor Phyllis Hochstettler, Portland State University, U.S.A.

PROFESSOR PHYLLIS HOCHSTETTLER

In the preparation of my remarks for tonight's lecture, I was thinking that there are few times in anyone's life when one is given the opportunity to return to a far distant country eight years later and discover that the land and its people, in particular the school librarians, still hold a fascination, a respect, and the intellectual stimulation experienced eight years previously. I am grateful for the privilege of a return visit. This week is particularly special for the occasion permits time for friendly conversations and for participation in the program of a fine professional organisation, the Australian School Library Association.

The purpose of the lecture tonight, according to the instructions I received from your President, Peter Matthews, is:

(1) to reminisce on ASLA II which was held at Monash University in 1970 and where I presented a paper;

(2) to comment on the progress of school library development in Australia since 1970 and my observations of the *status quo* in general; and

(3) to peer into the future as I attempted to do in 1970. In summary I shall present one recommendation for your consideration.

In 1970 the ASLA Conference enticed three hundred participants to come together with all the enthusiasm and zeal of new members involved in an exciting young organisation which had appeal and recognised potential. The theme for the Conference was appropriate - *School Media Centres - A Response to Change*. There were several outstanding papers presented and the end result was a publication which proved to be a valuable resource for me in the preparation of this lecture. As I have re-read papers with the insight of eight years of additional experiences, I find practical, commonsense advice as well as some words of wisdom. At the appropriate moments I shall be quoting from the papers of Professors Wilma Radford and Ernest Roe, as well as my own paper.

In an article I wrote later for a publication called *Libraries in international development*, February 1971, published by the American Library Association, I commented on your 1970 Conference as follows:

> "It was interesting to observe that Australian school librarians are very much aware of the developments and trends found in the school library movement in the United States. References were frequent at the conference to such milestones as the Knapp School Libraries Project, Title II of the Elementary and Secondary Education Act, and the Higher Education Institutes for up-grading professional competencies. Indeed, the numerous references to U.S. experience

> underlines the necessity for American librarians to define objectives and goals very carefully and to plan well the steps for implementation since they appear to be serving as models for other countries".

A few paragraphs later I again refer to the Conference by commenting on the common concerns of the participants who were asking such questions as:

1. "How do you influence teachers and administrators to become involved in educational innovation?
2. What constitutes a defined program for the preparation of a school librarian and what type of institution should be responsible?
3. How does one get promoted when one wants to remain a school librarian?
4. How does one promote the concept of primary libraries?
5. To what extent should persons be used who are not professionally prepared? What should be their responsibilities?
6. How do you define or interpret such terms as media centre, resource centre, and school library?"

As I re-read these questions, whose answers you were seeking in 1970, I pondered on your possible solutions. Are you comfortable with your answers? Or are they still questions after eight years in spite of the numerous Conferences you have attended and the publications you have read?

I concluded the article written for the American Library Association as follows:

> "There is no doubt that in the coming years school library development in Australia will be affected to a degree by participation of the people who attended the Monash Conference. In taking the long view, perhaps even more significant will be the impact Australians will make on development of libraries in other countries. The potential for leadership exists among the 'down-under' librarians and ASLA plays an important role in identifying those leaders and encouraging the professional growth of its members".

In my prepared paper for the ASLA II Conference, which is part of this publication, I said that a visitation to a country as large and varied as Australia does not make one an authority. I hope you accept my remarks this evening with the same understanding and compassion as you did in 1970. At that time I was very bold and suggested some trends in school library developments that I see have come to pass in varying degrees as you have worked together these eight years. They were:

1. A unification of the traditional library program and the traditional audio-visual program resulting in one media centre program serving the student and teacher.
2. The use of faculty - student - community library committees to work with the library staff for the purpose of involving others in decision making, the preparation of objectives, policy statements, and long-range planning.
3. The development of a more relevant curriculum for preparation of school librarians based on the competencies needed in the field.
4. The provisions for adequate and appropriate adult clerical and technical personnel to relieve the professional person from non-professional duties.

5. The establishment of regional and state service centres for the purpose of providing levels of service above and beyond what can be provided in a single building.

I also predicted the resolution of some problems within a few years and here I am finding that I was truly in an optimistic mood, for in talking with school librarians since my arrival in Melbourne, I have learned that the problems continue to exist here as they still do in the United States. For example, inappropriate use is still being made of the library facility, such as for testing, study halls, and unrelated activities; many secondary school librarians have not identified strategies for individualising library research and study skills, thus for many students the deadly repetition continues, expensive resources in the form of equipment and materials in some schools continue to be in the sole possession of a department or individual teacher rather than being available to all teachers and students through a central catalogue; communication and defined relationships between types of libraries (public-school, in particular) needs priority attention; terminology continues to confuse everyone, including ourselves; and finally, librarians in many schools have found the delegation of such tasks as filing, shelving and typing, a difficult logistics problem.

In the paper of 1970, my final wish for the participants was that they could say the following year "How far we've come. Our libraries are growing all the time". Well, you have come a long way and no-one knows better than you. I shall speak to the preceding statement for a few minutes even though it is difficult to be specific about a complex subject such as school library development in Australia, with its inclination for diversity and individuality. However, I would like to share these impressions of the *status quo* for what they are worth.

1. There is usually nothing orderly about library development. Differences of opinion always exist about the degree of, or need for, change. Confusion, pressure, and counter pressures have been known to weaken a cause, but in your case differences appear to have given vitality and strength to the process of library development throughout Australia. One of the reasons I suspect is the outstanding leadership available to you throughout the states. Libraries in all the states have worked hard to translate school library needs into an action program. They have given of their personal time, energy, and knowledge and I do not want to embarrass them by publicly listing names. However, a great deal of credit should go to these leaders for your present level of development.

2. One of the concerns expressed in 1970 was the need for professionally prepared persons to work as school librarians. According to the Lundin article, "School libraries: the state of the art" appearing in the August 1977 issue of *Australian Library Journal*, there were approximately 250 teacher-librarians in 1971. In 1977 approximately 2,500 teacher-librarians were in the field with 500 more being trained each year. That is a tremendous record of achievement in terms of meeting manpower needs. The process of establishing 'crash' programs of library education, including course catalogue descriptions, identification of teaching faculty, and recruitment and admission of students has taken commitment and leadership. Those involved are to be complimented that they could so quickly take a key problem and resolve it. Now your pool of experienced librarians will stand you in good stead. However, as you think about the near future, I do want to draw your attention to the fact that the task is not wholly complete. These 2,500 + librarians will now need to be involved in some type of continuing education program. Wilma Radford, in her presentation at ASLA II, put it this way: "A teacher who retired recently before her time said that in the schools there was a need for skills she did not possess, and a lessened need for some of the skills

she had". Whether we are speaking of 1970 or 1978, librarians are not exempt from the day when they will need skills they do not possess and want to continue use of those they do possess, but those skills perhaps are no longer relevant or important. Just a word or warning - no state in Australia will be happy with a majority of out-of-date librarians. It is a present challenge to explore ways of providing renewal experiences for such large numbers of teacher-librarians.

3. You have gone through a strenuous program of building primary and post-primary libraries. I know of no other country with so many new facilities. In 1970 I visited several that were in the throes of construction, and this trip I have seen a few more with other visits scheduled. I find your ideas interesting and innovative. Needless to say, you learned as you went along and, at times, probably wished for less trial and error. If it is any comfort to you, I have my doubts that the perfect facility has yet been built. What may be an interesting problem at some future date is that these facilities will all be old at the same time. Perhaps you will want to give some thought to a future publication on remodelling ideas and suggestions for additions and other physical changes.

4. For want of a better phrase I am placing the following remarks under the heading - The role of the school library media specialist. As I have examined your recent literature, I find in several articles the content keeps referring to what we are supposed to be doing, versus what people think we are doing.

   A general question appears to be, why should a school have a library media specialist and what are his or her specific functions and responsibilities? We seem to have difficulty in communicating and verbalising articulate answers that others can understand. If I were to ask you this question without any warning, it is possible I would receive partial, incomplete answers such as:

   (i) The library media specialist improves opportunities for students and teachers in the area of instruction.

   (ii) The library media centre, under supervision of the librarian, provides the most attractive place for students to study, produce materials, and to talk with friends.

   (iii) The librarian takes care of ordering and circulating materials.

   Finally, you might give me that old cliche:

   (iv) The librarian with the library is the heart of the school.

The following are some examples of what your literature has to say on the subject.

1. The role of the school librarian is to give leadership in curriculum.

2. The role of the school librarian is to provide the key to innovation in teaching performance.

3. The role of the librarian is the management of resources.

4. The role of the librarian is to design learning packets.

Not one of these zeroes in on a complete answer, but from 1970 - 1978 there is indication you have worked at clarifying the question sufficiently that you appear to be on the verge of some interesting answers. One writer summed it up by saying "We should continue to explore means of finding out just what it is that well-provisioned and staffed centres do for students that is not done if they are poorly staffed, under-staffed or simply lacking". This is a commendable statement.

In 1970 at the ASLA Conference, Professor Roe said, "Whether media centres will make students in schools better students is a difficult question even to begin to answer without a lot more definition. It depends what a 'better' student is; one who memorises and regurgitates better, one who knows more facts or concepts, one who understands more in one subject in depth or in many subjects without it, one who has more efficient study methods and can teach himself, one who can do better in examinations, one who will succeed in life vocationally, in human relations, or what?"

Australian librarians may well be the pioneers in the second frontier of school library development, internationally, for there is evidence that you are exploring and hopefully will be able to chart new directions for others to follow.

And now I would like to use the time left to me to peer into the future - let's say 1983 - which is really not an intelligent move on my part - I believe it was James Russell Lowell who said: "Don't never prophesy - unless you know", and you know I don't know! So, against his good advice, I am still willing to set forth five predictions!

1. That the gap between the status quo of library collections and staffing positions, and the quantity numbers outlined in your standards and guidelines publications will continue to exist.

   Rationale: Considering the present economic conditions of the world, the dissatisfaction being expressed about educational systems, and the inflation rate of materials, services and salaries, I believe it is unrealistic on our part to think that large grants of money will continue to be set aside ear-marked 'libraries' in public budgets for the next five years.

2. That intelligent and thoughtful librarians will devote more time to the research needs of school libraries.

   Rationale: In order to survive and grow, school librarians need supporting evidence based on research findings in such areas as values of a media centre to the instructional program of a school, the validity of the present quantitative standards in relation to physical size of media centres, numbers of items in various types of collections, size and description of professional and clerical staff, identification of characteristics and attitudes essential to the selection of future media specialists before time and money is spent on training, and measurement of outcomes of services commonly available. A solid base of information is a necessity, for guesswork and trial and error have passed their time of usefulness.

3. That sharing of resources such as materials, equipment, and staff will no longer be the exception but the rule.

   Rationale: The limited allocation of resources available, plus demands for materials and services, will force librarians to look again at old truisms such as library co-operation, pooling, centralisation and consortium. This time around there will be clearer understanding of the ways possible for resources to be used jointly in multiplying strengths, identifying weaknesses and reinforcing co-operative programs of services.

4. That library educators will give attention to the potential job market, selective recruitment, admission requirements, identified competencies and needs for continuing education.

   Rationale: In order to avoid the criticism of adding to the 'glut on the market' and training of persons who exhibit little potential for school library work, the school library departments and library schools will determine policies for policing their own ranks as a means of self-protection. They will sacrifice some favourite courses and faculty members (maybe positions), reorganise and re-schedule classes, add and delete courses, and embark on a planned program of continuing education.

5. That Australian librarians with school library expertise will extend their talents to other countries seeking information and knowledge on school library development.

   Rationale: There is no doubt Australia's massive efforts to improve its own school library facilities, resources and professional staffing have been of interest to other countries. Conferences, visitors and publications will continue to keep Australia in the well-deserved spotlight and enhance its international reputation.

In summary I have only one recommendation to leave with you and perhaps, for many reasons - some of which I have alluded to tonight, it may be the key to future library development. I am saying it to reinforce what many of you are already saying - that it is time to look for quality in what we are doing rather than asking for quantities of things.

Several years ago I was eating lunch in a restaurant in Austin, Texas, and noticed the place-mat. Its only design consisted of bold letters which read, "There's nothing accidental about quality". I tacked the place-mat on my bulletin board and there it has remained to serve as a reminder to the students and myself that "There *is* nothing accidental about quality". Planning for quality includes the *vision* for what we are about, the master-plan for interpretation of the intangible word 'quality', and application of energy for its fulfilment. Therefore, let us have vision to answer the questions such as "What is a library media centre, and what is the role of the library media specialist in the 1980's?"; let us prepare a plan which focuses on quality of programs for students and teachers instead of facilities and number of items; and let us apply energy to the continuous task of maintaining quality control.

Thank you for inviting me to speak this evening. Re-visiting Australia in 1978 is a unique pleasure and my wish for you is that you have similar satisfying experiences during your professional career as a school library media specialist. Again please accept my appreciative thank you and my best wishes for your future.

WITH PICTURES THEY ARE NOT THE SAME WORDS

Margaret Mahy, Children's Author and Librarian, Canterbury Public Library, Christchurch, New Zealand

MARGARET MAHY

When I heard that the theme of the Conference was 'Being Resourceful' I wondered if I really had a place in it. Not that I am totally incapable of resourcefulness of a sort, my particular speciality seeming to be improvisation in the steaming teeth of crisis, guerilla warfare with entropy, the sort of thing I imagine we're all involved in. But resources in the library sense of the word often require very specialised knowledge, knowing how to make the best use of non-book materials, tapes, filmstrips, pictures, closed circuit T.V., the Uncle Tom Cobleigh and all of the proliferating way we have of describing the world to one another. Then I came to see that what perhaps I was being required to do was to explain myself as a resource, stand in for all the other people concerned in picture book production, and describe some of the factors that are at work. This is something authors are often very ready to do, to explain or describe. Often, in fact, it is something they have already done by the very act of committing a story, perhaps a piece of biography or the projection and rationalisation of a personal fantasy to the mercies of print and the eyes and ears of a possibly interested public.

So, at this Conference I am to talk about the structures of thought and feeling and action that underlie the books I am involved with. But, in my case, the books are only partly mine so what I also have to do is discuss the distance between the story and the book, and the spaces in the books which other people have occupied. It is certainly true that, if books were looking glasses, and I was to look into them, I would see other faces along with my own staring back at me, sometimes with enigmatic expressions.

So far as being resourceful is my theme, I hope to be a resource to the extent that I can light up a complicated, even contradictory, mechanism from within, and bring out a little fine detail over a narrow range - narrow because it is, after all, only one person's experience and because the writer of stories is a bit like a snake, eating his own tail. Ultimately the writer becomes his own resource, all the resources of the wider world being focused through the melting and mixing pot of such perception as he is able to bring to bear upon the world. Of course, this is true, not only of writers, but of teachers and parents too.

One of the resources almost totally vanished from our community is the story teller.

Admittedly there are teachers, parents and librarians to tell stories to the children, but who is to tell stories to the parents, teachers and librarians? Television is more concerned with visual images than with language, and lacks the element of personal involvement with the shadows on its screen. Story telling as a profession has almost totally ceased to exist in our cities and towns, banished by the ubiquitous printing press, and it is hard to believe the story teller will return with anything like the necessity he once represented. His place has been taken by a flood of story books, a process, an industry. I believe the book to be a marvellous achievement. The mastery of a skill well within the capacity of most of us, costing nothing to carry around and using less power than an electric light bulb, and we are able to deliver into the silence behind our eyes complex and beautiful stories without the distracting emphasis of another personality. Truly the reader's relationship with his books is something peculiarly individual, alive with magical potential. At the same time, books fragment themes, images and archetypes. Sometimes this leads to richness, sometimes, perhaps, to a weakening. Stories had the function in the smaller communities of the past of giving them identity through shared jokes and adventures. Books can do this too but sometimes they seem to emphasise fracture lines in a larger more disparate society, to reflect and acknowledge levels without transcending them. Still books are the only place where most children are going to make sustained contact with stories, for stories are almost entirely shut up within the bright hard covers and neat end-papers that abound on our shelves.

I speak as a person who began making books and later came to write stories.

My first attempt at authorship began when I was seven. I know because my mother saved that first book and wrote my name and age upon it. When I come across it now in some drawer or other at home I find it a ghostly encounter as you might suspect - the sort of ghost you come on unexpectedly in a shadowy passage and which slowly turning presents you with an altered version of your own face. For this marks the point of my first attempt to tackle what has become an obsession, the outlining of ideas and images in words. (You will understand I am talking about a process and whether or not it was the beginning of good writing or not is a different question.) When I read this little old manuscript, which I do from time to time, I am aware that it is empty of any notable talent. It represents an act of will, not one of art, and appears very dull compared with the lively writing produced by so many children today. Yet I am startled to encounter companions that are still with me, witches and heraldic birds. Some of these, I recall, relate to personal myths and experiences and some of the experiences to personal injuries sustained in childhood which seek resolution by clothing themselves in narrative and making an appearance in the outer world. I still wonder, when children ask me what made me start writing stories - well what does make anyone start writing stories and need it be anything? Does one start off telling a story to oneself because there is no one else around to do it? Or does one want to put oneself fairly and squarely in the world of myth and adventure and use stories as a way of accomplishing this. I can't remember back those thirty-five years, to the child who pencilled the words on pad paper and subsequently sewed the pages together with red cotton to make the story look more like a book. So I'm inclined to think that the idea of the book came first, that I imagined it, written, illustrated and made up before I had a story to put in it. I made little distinction probably between form and content. Certainly in later years, when I was nine or ten, I would start off with one of those little notebooks, write down the title, put "*by Margaret Mahy*" firmly under it, set out a list of contents that sounded good and then, turning to the back page, would set out a list of projected sequels all concerned with the lives of magnificent black stallions and their progeny. All this before there was any real story to put in the book. And the stories, when they were finished, were very derivative, particularly as my only equine encounters were with horses in other people's books or on the cinema screen.

I used to talk these stories, and the others that came later, out aloud, chopping kindling wood, playing tennis against the volley board, walking to and from school - any solitary physical activity was done to a story spoken aloud.

Many more adventures were tried out than were written down. While they were still at the stage of being spoken, events were potential and could be changed, but once they were written down they became reality and like some sort of nautilus I walled off that piece of the spiralling chamber and moved into new and more commodious quarters. All this went on for years and years as I moved from stories about horses to stories about gangs of children with unnatural powers of marksmanship and wide independence, to stories about mysterious men with scarred faces. I think I used every melodramatic cliche I could reasonably lay my hands on.

When I was about nineteen I went back quite abruptly to writing stories for children and I have kept on writing them ever since, realising, I suppose, that this was the form that would enable me to use the language and images I was most interested in using. Ultimately, the story became paramount and I had to do what it told me to do.

I was reminded of my own first books when I was talking to a group of very young children who asked me repeatedly what kind of pen I used to write my stories. They made no distinction between the writing skill and the ideas that the writing conveyed. If you had the right pen a story automatically followed. Well, it's not such a silly idea at that, as anyone who had ever contemplated the clean page of a new exercise book will confirm. That good empty space is inspiration within itself. Certainly when I began writing I had no great original story yearning to be told. I used the form of a book to put me in touch with the substance, the dream I was trying to contact. I marked out a path and waited to see who would walk down it, sat in a dark room with a candle and invited the ghost in. Well the ghost came all right, as it will do if it is asked in the right way, but what is one to do with it then?

A notable writer (I believe it was Nabokov but haven't been able to trace the quotation) said that he had monstrous visions, wrote comparatively good novels and was an indifferent speaker. At each stage, at each imaginatively trophic level there is a loss of imaginative energy and precision. Having made contact with the vision one then has to return it to the world enriched by whatever one has to add to it and this is where writer's difficulties so often accumulate, where he has to change as it were from receiver to transmitter.

I think of the stories I write as stories to be told or read aloud, to be illustrated by voice and action, but they have been most widely published as picture books. Any pictures their words carry with them are not immediately obvious and this is an age of immediacy, so it is hardly surprising that publishers have chosen to present these stories with extensive and colourful pictures that can establish appeal within a few seconds, that can reach out from a bookshop display and arrest a passing eye, or overwhelm children in a library with bright colours and beguiling images. There is another factor involved in the production of these books - a geographical factor one might say, for the stories have never been published as books in their native New Zealand. They lack the local settings that New Zealand publishers generally demand so my stories have been published in Great Britain or in U.S.A. This has a curious result. There are some verbal changes. "Clancy's Hut" became "Clancy's Cabin", though a cabin in New Zealand is a very different thing from a hut. You find a cabin in a camp ground, whereas a hut is more likely to be free lance. "Rooms to let" was all right for Great Britain, but had to be changed to "Rooms for rent" when it crossed the Atlantic. But perhaps more surprising than these verbal adjustments, is the fact that I don't meet my illustrators who are literally thousands of miles away. The stories leave me and return made mysterious by a stranger's vision, and the vision of a stranger, moreover, who has lived his entire life looking at different landscapes in opposite weathers, at objects I have never seen with histories that are strange to me.

Howard W. Campbell jnr., the hero of Kurt Vonnegut's novel *Mother Night* , exclaims in horror and disbelief on hearing that his most intimate writings, an erotic diary of his life with his adored wife Helga, had been published as pornography in the U.S.S.R. 14 plates in lifelike colour 40 roubles extra.

"Those words weren't meant to have pictures. With pictures they aren't the same words."

The pictures various artists have done for my stories have, with one or two exceptions, given me great pleasure and many surprises. It is quite possible that with pictures they are better books. All the same, with pictures they aren't the same words.

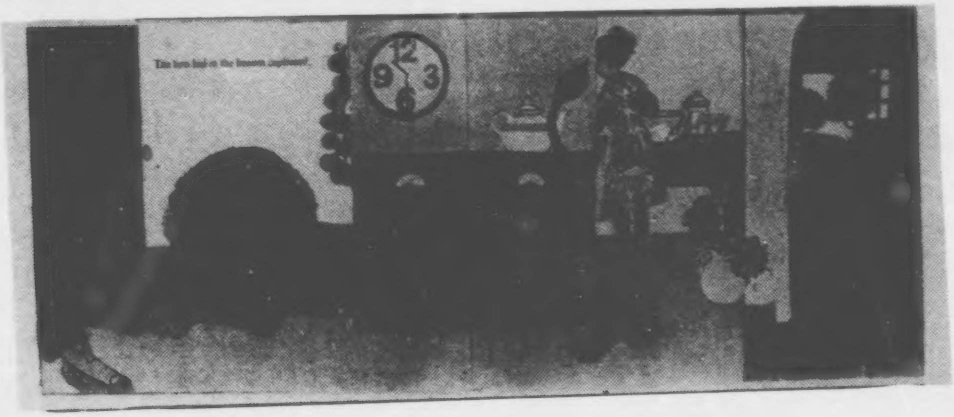
The picture book is a special book where language is not necessarily paramount. It is necessary that pictures and text should endorse one another in a special way so that inevitably the best picture books are those done by an author-illustrator or a married couple or very close friends who can work together through the story. In such circumstances one knows what to leave out and what to put in. The text can be simplified with the sure knowledge that a particular idea will be presented by the pictures. By the time, however, that my stories reach their illustrator, the possibilities have become fixed to a considerable extent, the words have done their trick and I'm on to something else, so that discussion of the story is a bit like being woken from one intense dream and being asked for details of the dream of last night - or even last week. Mind you, the illustrators have seldom - only once I think - asked for advice or comment.

Yet these illustrations are going to modify the story. It may seem strange therefore, (because I am very interested, even fond of my stories) that I have not attempted to coerce the illustrator into seeing things through my eyes, into reproducing the personal vision of the author which there is no way that the illustrator can share. The thing is - how can I ask an artist to draw a line around my ideas? The artist must function as an artist and present his own view. Besides, in a way, the story is the instruction and if the story is well written then it should be impossible for any but a perverse illustrator to produce wrong illustrations. After all, what one is offering in the story is a starting point from which people may follow their own directions, not a sort of holiday camp with selected sports organised according to a strict time table. And then again, in a good picture book the illustrator is involved as something rather more than a decorator. He should be involved in extending it, adding to its structure, doing his own dance with line and colour, leading people into the labyrinth by his own paths. If I can't dance in ideal partnership with the illustrator at least I hope we can admire one another's dancing, smiling at each other over our shoulders.

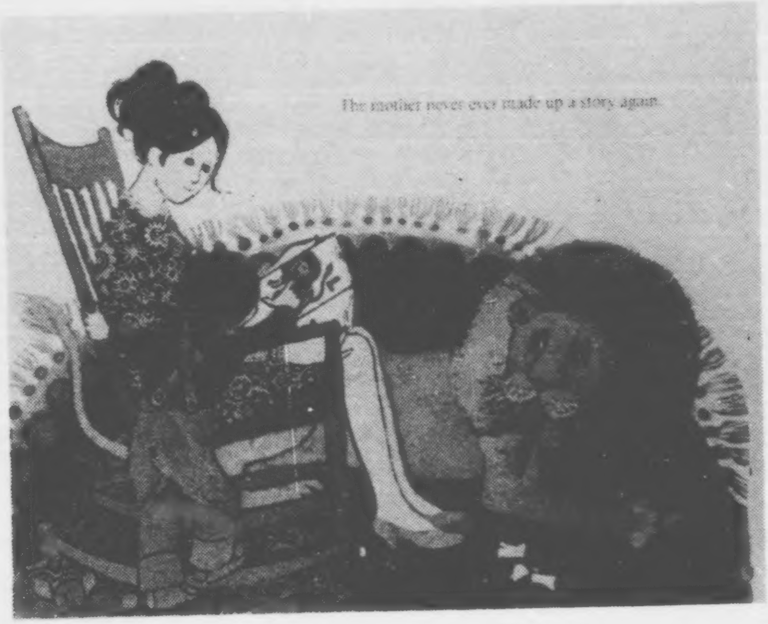
Now, after this abstraction, let me give some concrete examples of the sort of ambivalence implicit in my situation.

When I was small my father used to tell me a story that began "Once upon a time there was a big black maned Abyssinian lion ....." I forget the adventures that the lion had, but I remember very strongly the opening of the story and the essence of the lion and the richness of the word Abyssinian. The lion is still an inhabitant of my inner society, an old companion by now and is the main character, the central image, of a story *A lion in the meadow*.

The little boy tells his mother there is a lion in the meadow. She treats this as a slightly irritating childish fantasy until the door bursts open and the lion rushes in to hide in the broom cupboard from a dragon the mother had conjured up to deal with the lion. The mother is confounded. She had not believed in the dragon either, but the vitality of the imagination had turned her own patronising fantasy into the real thing. I was asked by the editors whether or not the mother actually saw the lion. I replied "yes she did", I suppose because I felt I'd seen it. The editors wanted to leave the reality or otherwise of the lion up to the reader and the listener. This was done by showing in the pictures that the mother does not look directly at the lion.



When it bursts in she had her back to it. In the last picture, though the lion is lying at her feet, she is looking at the little boy.


The mother never ever made up a story again.

There are many ways in which this final picture pleases me. One is the expression of doubt on the lion's face as he looks at the mother and it occurs to me that perhaps the lion does not see her. Another is the way the content of the picture softens the final line which I feel is rather harsh. "The mother never ever made up a story again." Of course, what I tried to say was that the mother never ever tried to trick the boy by telling a story she did not believe in (not that she succeeded for the boy knew more about the truth of stories than she did). Still, it is a relief to see her reading him a book on the last page - a book that says "L for Lion". Certainly with the pictures they are no longer quite the same words. This is a story which I feel to be one of the most successful picture book texts I have produced so far.

The processes by which stories emerge are sometimes surprisingly oblique. A story can be an accretion around a single image, an image that almost absentmindedly dresses itself in concealing action. A story may be designed to bring out a particular trick, or picture or phrase, and the plot may be initially less important to the writer than the image that is asking to be revealed. Yet all sorts of unexpected elements slide into such a story, and at the end the tale may be very different from the one originally intended.

A story written some years ago now, but one of which I still feel very fond is *The wind between the stars*. It began with a picture by Chagall, a strange blue fantasy where a cow floated amiably over the roof of a town. I began to think about space filled with floating things; kings, cows, lions, mermaids, christmas presents, parking meters, silver fish, vacuum cleaners, nothing having anything obvious to do with anything else except in so far as it occupied space adjacent to everything else, and this piece of space would flow, but have boundaries so that things would come together and take meaning from one another. Ordinary things, for example, would be seen to be mysterious simply by being next to something mysterious. (I should point out here that I think everything is mysterious, especially vacuum cleaners which suck things into their inner space and jumble them up together so that they look like new things altogether. Having to search through a vacuum cleaner bag for somebody's balloon really can change your view of reality.) There would be some story of course - a drama in front of the curtain and then the curtains would open and there would be all these things suspended in space.

It is possible at this point that with someone else it could have turned into an adult story, something like Jorge Luis Borges' story *The Aleph,* but I saw it as a story for children. The medium in which all these objects sinking and rising, somersaulting and drifting, all connected but each one involved in a private meditation on its own essence, was the wind. The story came to be about a girl who refused three times to deliver herself to the wind, but grown old and free of the bonds of the world she finally elects to go with the wind three times around the world and off between the stars. The story was published in the New Zealand School Journal, and later as a book illustrated by Brian Froud. This was the first occasion that I asked for a particular artist to illustrate a book, knowing him to be capable of using a wide variety of styles. At the time it was due to be produced, my agent, Helen Hoke, said to me that she felt a little uneasy about this story. It was, she said, a death-wish story. A lot had crept in around the edges, as it were, and I can see that this might be a fair comment.

I think a lot about death as one of a range of strange things - I think life is pretty peculiar too - and it could be that the story that evolved around the image of things hanging in space was a fantasy about death. Certainly it is a story concerned with identity in age. I suspect that there is no real way the illustrations for such a story can match up to the ideas. Yet I felt delighted with Brian's curly wind that thrust swirling tendrils from page to page and streamed past the eye carrying its treasures, playthings and companions. Linked together with dense celtic ornamentation, the people and objects are not the suspended entities I had first envisaged. They have become something different, something with a fierce direction and passion of its own. I had a chance in 1976 to congratulate Brian in person for the award he won at Bologna for these illustrations. Ours was the only book in the English language that won such an award. However, I found he had been disappointed in the book. Even for the illustrator there is a gap between what he produces and the book itself. His pictures had been done entirely in colour, but consideration of cost meant that alternate spreads were printed in black and white. When I found this out I was disappointed on my own behalf. For me, one of the strongest images had been the tree hung with a hundred beautiful dresses. I am sorry not to have seen that in colour.

Recently David Larkin, of Peacock Press - Bantam Books, has edited a book of Brian Froud's paintings called *The land of Froud* and there are several pictures in it from *The wind between the stars*. Other pictures have comments on them in some detail, for Brian Froud is a person who not only knows a lot about folk tale, but in some strange way lives it. Beside these pictures he wrote a single line "How do you draw the wind?" and there are the fish and mermaids and lion faces crowned with flowers and Phoebe, the heroine, sleeps in her tangled hair, her face closed and intent as the wind plaits itself into her dreams.

On the whole the stories I have written have been subjected to very light editing and alteration. I would like to mention two, however, where suggestions from editors and artist made profound differences.

One of them, interestingly enough, is illustrated by Brian Froud in a very different style from *The wind between the stars*.

Some time ago - years ago - once upon a time - it came over me in a rush that I was over thirty and did not understand the quantum theory. I didn't even know what it was. I felt obliged to remedy the omission, no simple task for one suffering from severe science deprivation. Apart from popular astronomy I had not read a word of science since 1950 and here it was 1974 give or take a year - where had the time gone? I collected assorted volumes and began reading. I wouldn't say it was exactly a pushover, but I persevered and found out a lot of amazing things. Indeed, it isn't too much to say it changed my life, but more of that some other time. The thing was I had got into the world of the particle theory of light, simultaneous pulsations, smeared electrons and ultra violet catastrophe. Who could resist? Phrases like these jiggle around and one wants to use them oneself, but my opportunities for writing much about ultra violet catastrophe are limited. In the end the story had nothing to do with physics, and the phrase became a pass word exchanged between a boy and his great uncle to convey their belief and liking for one another in the presence of a life style that threatens to annihilate them. The old man, in particular, needs to have his identity confirmed, and uses words to do it. I liked the story and sent it off.

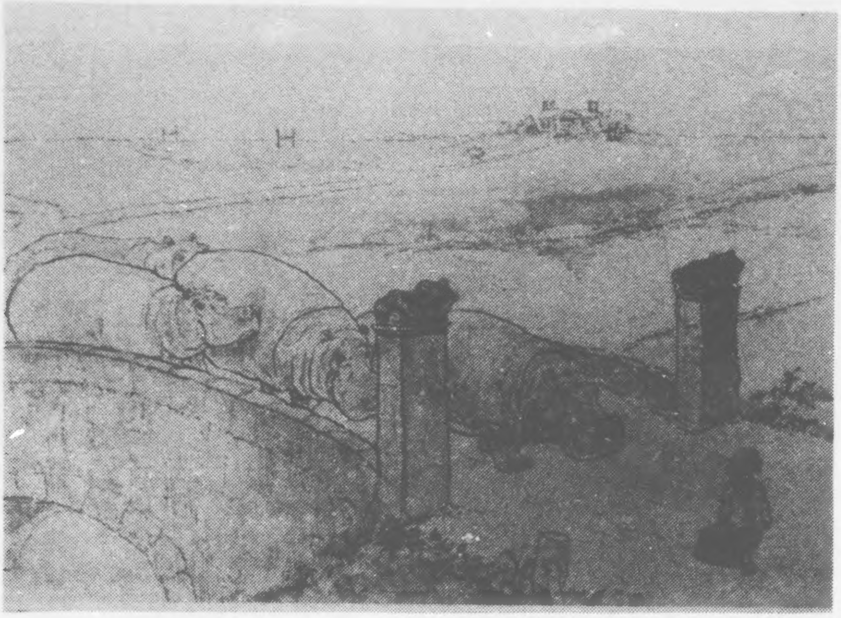
Now a strange thing happened. Some years ago - say 1968 - I had been told to emphasise the boy characters in stories as stories in which the boy played a dominating role tended to sell better. Now, from the same source came a contrary suggestion. Over those years there had been a swing in favour of liberated girls.

Would I be prepared to turn the hero into a heroine and the great uncle into a great aunt? I had no objection to changing the boy into a girl, - Sally. Indeed, this was one of those occasions when a change came naturally. As a girl the character became wilder and more autonomous. But the uncle was a character to whom I was committed and so there he is in the book with thin little legs coming out of baggy trousers as he pulls off his socks to go paddling.

Once again the pictures were unexpected. They were old fashioned in a way that I felt did not quite match the tone of the story, though I like old fashioned pictures. But I had not realised, until I saw Aunt Ann's cottage with Aunt Ann standing beside it, that I had visualised this story very strongly in terms of a New Zealand subdivision and that the thatched cottage was, not wrong, but astoundingly different. And what about that cow? What did it have to do with the cow who once tossed me when I was four and who had been given, almost unknowingly, a part in the story? This cow, Brian's cow, is first cousin to

Shepherd's Alderney and only remotely related to any cow I have encountered in New Zealand. Something happened as I looked at those pictures, that had only happened previously with actual words.

I have been fortunate enough to have stories translated into other languages. It is a great pleasure to see one's books so transformed, but in some curious way it is also very disturbing, particularly if the language is one you've never given much thought to - like Africaans, or if it uses a different alphabet - like Russian, or even thinks in alien symbols - like Japanese. It is disturbing to find yourself increasingly banished from your own story and this is what some of the pictures in *Ultra-violet catastrophe* seem to do - to deny me my point of ghostly observation. But that's all right because I can join with Sally and Great Uncle Magnus and, using words as the cutting edge of reality, can carve my way back into the story.



The boy who was followed home is the story more than any other affected by the artist's own ideas, for the story was altered to match the artist's idea of what he wanted to draw. This is the story of a boy who was followed home from school by increasing numbers of hippopotami until his father, filled with despair at the state of the front lawn, called in a witch to cast a spell making him unattractive to hippos. This she did but, in the story as I originally wrote it, at the cost of making him intensely attractive to elephants. The artist, Steve Kellogg, felt that, from his point of view, there was not enough contrast between elephants and hippos and wanted to replace the hippos with giraffes, and this was finally done, certainly with my blessing. He also wanted the pictures to carry the drama of the final apotheosis and to this I also agreed, thinking that it made sense if one thought of the text, not as a story to be told but as the text of a picture book. However, I did insist on a final line, for I have always felt it a weakness in that splendid picture book *The judge* that there is no verbal resolution in spite of the ominously cumulative verses that lead up to the climax. As *The boy who was followed home* stands, I feel I came close, with some assistance, to writing a text for a picture book. The story can't exist apart from the pictures. Text and pictures are more closely knit than in any other book I have been associated with. Certainly in this case, however, with pictures they are not the same words.

The only book I have discussed beforehand with the illustrator is *Nonstop Nonsense* which was illustrated by Quentin Blake. I was very enthusiastic

about writing stories for Quentin because I felt I could write stories that would suit his spidery scribbly style and, knowing in advance that he would be the illustrator I could incorporate changes for him in the text.

I was able to talk to him about his feelings about animals, about the things he liked drawing and to tell him that I saw this book as a sort of gossipy procession of birds, animals and children wandering from page to page telling stories, criticising, commenting, reciting poetry .... I wanted a book that would look light and have a good size of print and, because of the chance I had to talk with Quentin and the editors, I feel the sort of book that eventuated was very much what I had in mind. I feel I can find myself on every page of *Nonstop Nonsense* and I can certainly recognise Quentin Blake.

In a way by now, some sort of summing up is called for, but I sum up with sieves and the argument just runs out through the holes. For there aren't any final conclusions where books are concerned, and children's books in particular. I have never made a set of rules which I was not forced to revise, for the children are individuals and the books are individuals, the reactions are never totally predictable and the possibilities are almost infinite. We all say, of course, "Children like this", "Children like that", when we know very well that what we mean is "Some children like this", "Many children like that", "Almost all children will probably enjoy this". Such pronouncements are often useful but they are, at the best, probabilities, not certainties - certainty is something different again.

I like to think that a lot of children will be entertained by the stories I write, because I think highly of entertainment. If I had to give serious reasons for this I would say that all the functions that promote our survival are supported by strong pleasure principles and because I believe the use of language and imagination are closely involved in our success as a species, it seems to me we are naturally disposed to respond to both, and call the resulting pleasure entertainment. Although I obviously expect the stories I write to accomplish something private for me and initially write them for personal reasons, I am also gambling that the patterns and images, the juxtapositions and jigsaws that entertain me will entertain a lot of other people as well, many of them children. I hope that there are a lot of people like me, finding the same things funny or frightening or beautiful or mysterious - enough of them to make the stories I write worth telling aloud. I work hard at these stories and I work hard at myself trying to become a better instrument, a better resource knowing it's impossible to be good enough to match the vision with achievement.

I want to describe the differences between appearance and reality, slide in behind cause and effect, to synthesise and think about new possibilities and then to talk these over with somebody else. So, after the children have been entertained I hope they will stay involved with ideas and the language we use to discuss ideas. The most satisfying entertainment, even perhaps when it seems to be at its most escapist, confronts us with our own true natures.

There are occasions when people say, in effect, "What's this lion in the broom cupboard? Lions don't come and hide in broom cupboards", and, of course, in a way they're right, and even if a lion came and tried to get into my broom cupboard there wouldn't be room for it .... it's full of prehistoric animals .... a dinosaur vacuum cleaner and a great terrible flapping pterodactyl that doubles as an ironing board. Yet, as an imaginative event I maintain that the lion is constantly bursting in and I don't want anyone to be caught with their back turned when that happens. In a gentle sort of way I want the stories I write to say to children "This is one of the things that happened, and what's going to happen next?" and the only way you can lead people past the surface of things, or wriggle past it yourself, is to use words to construct metaphors.

The metaphor may strive for precision, but acknowledges the uncertainty principle that lies at the heart of the material world. There may be ultimate precision but it is unknowable as yet. Jose Ortega y Gasset says in *Man and crisis*, "For centuries and centuries the sidereal facts of the world were set before the eyes of humans; yet what those facts meant, what they presented to man, what they made evident to him was by no means a reality, but quite the opposite - an enigma, a profound secret, a problem before which man trembled in terror".

Facts then come to be like figures in hieroglyphic writing. Have you ever noticed the paradoxical character of such figures? There they are holding up their clean profiles to us so ostentatiously; but that very clarity is there for the purpose of presenting us with an enigma, of producing in us not clarity but confusion. The hieroglyphic figure says to us "You see me clearly? Good - now what you see of me is not my true being. I am here to inform you that I am not my own essential reality. My reality, my meaning, lies behind me. In order to arrive at it you must not fix your attention on me or take me for reality. On the contrary, you will have to interpret me and this means that in order to arrive at the true and inward meaning of this hieroglyph you must search for something very different from what this figure offers".

I wish I'd written that. By the end of the Conference I'll probably think I did. Children are born into a world of hieroglyphics and we have first to get them to look at the hieroglyphs very carefully and then later explain that reality is not the hieroglyph but the construction that man makes out of the given material.

BEING RESOURCEFUL - TAKING CONTROL

Bill Streat, Director, Innovations Program,
Schools Commission, Canberra

BILL STREAT

Some twelve months ago, when it was announced in the Commission that I had been invited to speak at the ASLA Conference in 1978, I was asked, "Why you? You're not in the library field". I retorted by speculating that it must be due to the fact that my wife had once been a school librarian or else I had been just a little more resourceful than my colleagues! However, to those of you who are already showing signs of concern at my brave admission of ignorance, I can assure you that educational innovation can, and does, encompass the library field and that here, probably more than anywhere else, innovation and resourcefulness are essential.

A certain sage once remarked that, "those who can do, and those who can't teach". To this could be added, "and those who can't teach do research, while those who can't do research make grants!" In my own case I regard this as being the essence of resourcefulness! It also involves that which is being demanded of teachers more and more - ingenuity.

Resourcefulness means skill in devising expedients - practical ingenuity. Resourcefulness involves taking control of ourselves as professionals and thus exercising our options as choice-makers in the context of our classrooms and our schools. 'Being' resourceful encompasses a *process* and this process appears to be gaining quite a bit of momentum.

'Being resourceful - taking control' begs questions such as where? how much? with whom? The degree to which the school-based teacher can affect the broader images concerning the purpose of education is dependent upon his or her resourcefulness in developing a broad coalition of forces and local consensus amongst the students, staff, administration, parents and the wider community.

Being resourceful also depends upon the political, economic and educational climate and thus how power sharing is viewed. At the present time a gentle winter sun is shining on the notion of school-based decision-making; that is, greater local control of the intermediate and proximate aspects of the educational process.

This is not *just* a fad or a fashion dreamed up by some remote Canberra-based educational financier seeking ways to reduce the deficit, or a remote educational philosopher deep in the seclusion of a State Education Department. It stems, I believe, from several sources and I will touch upon two.

The first is a matter of politics and economics. We are passing through a time which either heralds a return (?) to individual enterprise, rugged individualism, the sovereignty of the market place, and the withering of 'big government', or, the demise of the cosy capitalism of the 1950's and 1960's.

Whatever it is, there is a desperate search going on for a new formula to prop up an ailing model of political, economic and social existence. However you look at it (or however you hear it, because much of it is still in the realm of rhetoric) one outgrowth of this search for a new model is a trend towards more local decision-making. The rhetoric is encapsulated in the cries, "let the people not governments decide how to spend your money", "tax revolt!", "reduce the deficit!", "too many public servants", "we're overgoverned", and so on. It is asserted that the muscle of vigorous and successful capitalism is individual initiative. I wonder, however, how much all this can be likened to the yearnings of the eighteenth century French ideologues who reflected nostalgically on the bygone times of the noble savage and the assumed glories of that dubious existence. Anyway, the climate is now propitious for the assumption of more local control over people's affairs.

Secondly, as we stagger out of the gloom of the late sixties and mid-seventies and attempt to recapture something of the essence of the capitalism that gave us power, prestige and a high standard of living, we carry with us the scars or the nascent values of the latter part of that era which saw a revolution in attitudes and expectations - the Vietnam War, contraception, the rise of feminism, drugs, alternative life styles, do your own thing etc. etc. This disintegration of the old, crusty, monolithic culture of the pre-sixties, left us without the comfort of the 'single way' or the single solution and plunged us into the exhilarating, or frightening, situation which, when summed up, says, "there is no one way, there are many acceptable models to choose from", "take your life into your own hands", "do your own thing", "small is beautiful", "diversity is liberation!". The age of diversity is now upon us ....

Now I won't speculate or assert much further except to say that our recovery as a nation and, with it, what we expect of schools, may not be wholly compatible with this increasingly fashionable trend towards devolution of powers and away from national direction cohered by government. As a developed nation we can, up to a point, afford the dispersal of goal setting, although the reality of such a thing as unemployment must cause a refocussing on national direction in social and educational policy formation. How far then is it desirable to shift the locus of decision-making? What is the mix of national, regional and local decision-making? Can, and should, teachers command the broader images as to the purpose of education, or is their role as choicemaker a classroom or school-based affair? Devolution to us (Schools Commission) means essentially the latter. Numerous advantages remain for forms of centralised national and regional administration and organisation.

In the foregoing I have tried to put the current issue of devolution into an historical and political perspective. My enthusiasm, tempered by scepticism, shows through as does my lack of coherence and certitude. In these times of indecisiveness what can be said about all this?

Firstly, there is no one way to tackle the work of teaching. Unlike developing countries we have no clearly articulated national goals (beat inflation?) and we live in an increasingly pluralistic and multicultural society which we wish to enhance.

Secondly, the foregoing implants pressure for devolution. Those 'on the ground' may be in a better position to make the proximate decisions than those 'up there'.

Thirdly, the professionals have a special capacity and obligation to lead and co-ordinate such decision-making preferably on a shared basis with the other interested parties: pupils; parents; and community.

The breakdown of the limited curriculum of past decades places demands and pressures on resource people in schools. How resourceful are the resource people? How innovative? How professional? The period 1972-77 has seen an enormous injection of resources into schools by national and State governments. A yet to be published national survey emanating from the University of Queensland shows that teachers see the need for a continuing and increasing injection of resources into schools. But does this suggest we might have a monkey on our backs? A totally valid argument can be mounted for additional resources which will positively contribute to greater equality of educational opportunities and outcomes. An almost mindless seeking for more and more without adequate justification in terms of educational outcomes cannot be sustained. More stringent accountability, both during presentation of the case for more funds and following funding, is the order of the day. I think it is high time we gave much more attention to increasing another resource - teacher resourcefulness. That is, increasing teacher productivity, as it were, or the quality of the teacher's own work. I am not talking about a six-day school week or an eight to five working day, but the way teachers organise themselves pedagogically and the professional efforts they make, singly or in groups, to meet, more appropriately, the needs of children in their care. This resourcefulness of the teacher is still very much untapped and initiatives with respect to it are very much dependent upon how teachers and the community see themselves - as real professionals or as technicians. The whole thrust of the Schools Commission's current major perspective - devolution and, indeed, three of its specific purpose programs, the Innovations, Disadvantaged Schools (or Priority Project Program in South Australia, Supplementary Grants in Victoria) and the Development Programs, all embody this central element - a recognition of teacher professionalism and the need for this resource to be developed, shared and mixed with community inputs. The way in which the human forces in education are marshalled and express themselves has an immense impact on the quality of educational provision.

Fourthly, the traditional isolation of the classroom teacher is on the wane. It has been confronted with mixed success by open plan schools, the abolition of external examinations and the consequent broadening of the curriculum. The subject matter of many courses is now quite broad and limited texts or 'bibles' are largely ineffectual. Moreover, learning has now a definite social component as opposed to the previous heavy academic emphasis. The teacher is increasingly dependent upon other professionals to make inputs, is increasingly required to work with resource people such as librarians to put together a learning package, and with fellow staff to structure curricula and devise syllabuses. Being resourceful and professional is often the antithesis of being an isolated classroom teacher or a fortressed librarian.

And now to more nuts and bolts issues. It is a little depressing after having said all that, to note that response from librarians to the Commission's Innovations Program has not been very high. Certainly we have funded the establishment of many resource centres of various types and it may be that many projects initiated in the name of classroom teachers and principals have involved librarians in an organic way. Nevertheless, there appears to be room for a greater response spearheaded by librarians - people who in one sense are in a pivotal position to observe a school's needs in pedogogical and managerial as well as resource teams. Educational innovation centres not just on the pedogogical: it also needs to focus on innovation in resource management and organisation. Does a librarian always have to be subservient to the classroom practitioner or be only a respondent when initiatives are broached?

The Schools Commission is particularly keen to foster initiatives from people working in and around schools. One of the main reasons for this is that educational systems the world over are virtual graveyards of innovative activity. There is evidence to show the failure of most 'top-down' or 'centre-periphery' innovations developed by educational authorities to solve an identified problem without the eventual 'users' being involved in the construction of the solution. 'Users' include teachers, pupils and parents. There is also a good deal of evidence to show that the most successful innovations are those devised and designed by the 'users' themselves. Moreover, there is strong evidence to show that social institutions (e.g. schools) will not accommodate the users' perceived needs unless they play a continuous role in deliberation and choice making in relation to those needs. The Commission's Innovations Program is conscious of these important considerations and, to this extent, it is as a program something of an international trail-blazer.

The Schools Commission has been concerned to establish a climate in which innovation is seen as necessary, respectable and acceptable, and something to be indulged in by users. That, I believe, we are certainly helping to achieve.

We are concerned to start where people are 'at' in terms of their professional development, awareness of problems and issues and capacity to select from a range of possible solutions. The idea is to encourage initiative and resourcefulness. We do not see teachers as passive consumers of innovation - mere adopters, but as active participating *users* and creators. We are concerned to help develop teacher, parent and community confidence and competence in becoming resourceful. Resistance often centres on feelings of inadequacy - real or imagined. The teacher, in developing confidence and competence, has a particularly difficult job to achieve this in private and this applies even to the isolated classroom teacher. The parents' task is obviously much greater.

Of increasing concern is the 'how' of innovation rather than the 'what'. There is a great need to develop an understanding of the process of innovation at managerial, pedogogical and curriculum development levels. We need especially an Australian perspective on the 'process'. We can all be contributors here - people involved with Innovations Grants or not.

What are the skills required to innovate successfully? They are political, managerial, professional, pedogogical and social. There are also thresholds for innovative activity and these include psychological, cultural, organisational, time and resource factors.

Another area of concern involves the essential elements of innovation as they relate to projects: 1. Goal formation (the design of the innovation); 2. Implementation; and 3. Evaluation of outcomes.

There is often a gap between what we think we are doing and achieving and what we are actually doing and achieving. A variant of this is the frequent story of the outcome of innovations not squaring with expectations. The classic case here is the open plan school where traditional teaching practices hold sway. It is how we *use* an open plan school that determines whether we are innovating, not the architecture. Another test is whether the students are *engaged* in the innovation because ultimately the change is meant to benefit them. The most difficult task then is to operationalise the goals - this is where skills and professional development alluded to previously come in.

Difficulties in implementing an innovation result from another factor and that is the need to understand the social system in which the innovation will take place. Very often 'users' must unlearn old roles, learn new ones, and avoid slipping back into the old ones when the going gets tough. Understanding the social system of a school and engineering certain modifications in that system can be a difficult business. It must be recognised that the school is basically an agency of maintenance rather than change and a whole array of forces are intent upon keeping the 'users' - the teachers and pupils - passive. Sometimes this will be due to proprietorial interests of authority figures who have difficulty sharing power or acknowledging models which are not their own.

'Becoming resourceful' therefore means fulfilling an *active, ongoing, 'user'* role at all points of an innovation: design, implementation and evaluation. This involves teachers, pupils and possibly parents as deliberators taking responsibility for decisions and choices and recognising the possible consequences of these choices.

Now what has just been said has particular relevance for the quality of educational provision. By quality I mean the appropriateness and relevance of the range of formal and non-formal experiences of pupils, and the manner in which the human resources of the environment are brought to bear in interaction with those experiences.

This notion of quality is a dynamic thing in that the needs of pupils as human beings and the environment in which they live are constantly changing. The quality of education, in one sense, may be tested by the congruence between, on the one hand, our awareness of pupil needs and environmental changes and, on the other, by the way in which the human and material resources of education interact with pupils to take account of those needs and changes.

The important stimulatory role of the Innovations Program is to help reduce the lag between any such incongruence being identified and action being taken to reduce it. When schools achieve the capacity to reflexively identify and react to this form of incongruence there will be no further need for an Innovations Program.

While an active, ongoing, user role will contribute to improved educational provision, it can only proceed with attendant risks. Innovative, resourceful activity requires exploration and, as a result, it may move along blind alleys at times. Exploration involves 'doing' and the important thing here is the learning which goes along with succeeding *and* failing. Exploration can also be disturbing because it can conflict with perceptions of routine and efficiency and is often messy and may even involve some waste.

Risk in innovative activity can be moderated to some extent by the level of support provided to the brave souls who engage in it. Support can come along vertical and horizontal dimensions: from the officialdom that overlaps the profession and from parental, community and collegial support. The Innovations Program has attempted to make provision for innovation to be a socially interactive process; to help innovators and potential innovators to communicate with each other in various ways - through seminars, film, written reports and through the projects themselves. The networks we have helped develop, however imperfectly, have provided useful paths along which innovative ideas can pass. Certainly, the flow of information across state and territory borders is greater since the advent of the Commission and its Innovations Program.

I suppose that in all that I have said regarding resourcefulness one factor subsumes all else. That is the development amongst the teaching profession of an internal commitment to seek solutions. Such commitment is not without its costs and rewards. I alluded earlier to thresholds for innovative activity. Time giving, commitment and professional capabilities probably head the list. In return for the expression of these essentials the rewards are very often intrinsic. Promotion is a scarce reward and pay increases are, of course, anathema! At a time when promotional mobility is becoming very sluggish, teachers may increasingly look to educational innovation as a regenerative activity. The motivations to innovate are therefore many and varied.

Now to sum up. The time is right for greater teacher resourcefulness. The flow of funds is slowing, teachers are now better prepared professionally, teacher preparation time is greater than previously and, with promotional opportunities becoming scarcer, the attention of the profession can, and should be, directed towards its own capacity for ingenuity and resourcefulness. The Innovations Program exists to meet, to the best of its capacity, the needs of people wishing to become resourceful. While being mindful of the limited funds available, and our inability to satisfy everyone who approaches the Program for assistance, we would welcome a response from you in 1979.

CHILDREN'S LITERATURE DIALOGUE

Colin Thiele, teacher and children's author, Principal, Wattle Park Teachers' Centre, South Australia.

Margaret Mahy, New Zealand librarian and children's author.

Ern Finnis, teacher and Lecturer in Children's Literature, Salisbury C.A.E., South Australia.

CHAIR: Julie Dow, Senior Lecturer in School Librarianship, Murray Park C.A.E., South Australia.

(This session took the form of a panel discussion and is edited from an audio tape recording.)

COLIN THIELE

ERN FINNIS

Dow: I want to introduce to you the topics that our authors are going to talk about. The format will be that each speaker will spend about five minutes introducing a subject, then we would like about ten minutes discussion on each topic from the floor.

The first topic will be introduced by Colin Thiele - "I had a lump in my throat - sentiment and sentimentality in children's books."

The second is Margaret Mahy - "Everything has a moral, if only we can find it."

The third is "Who wants it told like it is?" and that will be Ern Finnis.

Then we will go around the speakers again. Colin Thiele will talk about "Human beings don't change - universals and ephemerals."

Margaret Mahy: "Fantasy - is it running itself into the ground?"

And finally, Ern Finnis will raise the inevitable question "Where is it all leading?"

Thiele: It may be a little unfortunate to start with sentimentality on a warm afternoon.

If I speak as a writer rather than as a teacher, I think I would be right in saying that a great number of writers I have spoken to from around the world, regard the avoidance of sentimentality as one of the great challenges to the craft of writing. It is an interesting challenge, it is difficult. When one deals with tragedy, and grief, and pity, and pathos, one treads a razor's edge, as somebody said. Or better still perhaps, A.A. Phillips on Henry Lawson: 'a tight-rope'. Henry Lawson, so Phillips said, used humour as a balancing-rod on that tight-rope.

On one side of the tight-rope is a vast lake, a saccharine mush, very, very sweet and sugary, and you wade knee-deep in it in many of the romantic stories that I read in my boyhood. I make no apologies for that - I found some of the girls' stories fascinating. But they were sentimental, let's face it.

On the other side there is unnatural 'realism', that is, an over-statement of harshness and violence, or complete falsity. This is the razor's edge. In some of the books I have written myself I have come upon situations which are, shall I say, dangerous situations for the writer. I am thinking of the death of Mr Percival in *Storm Boy*, or the death of the magpie's mate in *Magpie Island*, or the burning to death of Crystal's horse in *February Dragon*. When the writer has moved into a position of that kind, there is a danger of painting oneself into a corner. It becomes difficult to escape. The choice of a single word can make an enormous difference - the difference between sentimentality on the one hand, and real feeling on the other.

I think it is always better to cite examples, and so I would like to read a statement by Cecil Day Lewis, who handles this debate very well - sentimentality versus sentiment; real feeling against falsity. He quotes two short poems, which I will not quote in full but I will read a couple of stanzas, and he tries to draw a clear distinction between them. The one is a poem on the death of a child, written by a well-known poet, and it reads:-

> "Man proposes, God in his time disposes,
> And so I wandered up to where you lay,
> A little rose among the little roses,
> And no more dead than they.
>
> It seemed your childish feet were tired of straying,
> You did not greet me from your flower-strewn bed,
> Yet still I knew that you were only playing -
> Playing at being dead.
>
> God knows, and in his proper time disposes,
> And so I smiled and gently called your name,
> Added my rose to your sweet heap of roses,
> And left you to your game."

The other example is a Lancashire ballad on the death of a boy's friend, a stanza of which reads:-

> "And it were a funeral.
> Some stamped on his grave,
> Some spat on his grave,
> But I scraped my eyes out for my old friend Micky Thumps."

The question C. Day Lewis raises is, why is the first so bad and the second so good? And the reason is sentimentality as against real feeling. He makes the statement that it is really a judgement of falsity on the part of the reader, an awareness of falsity.

Everything about the first poem is false. The child is *not* playing, the child is *dead*. And yet the poet says the child is not dead. The child is dead, but we are told that it is peeping. All the imagery is saccharine, and useless. "Sweet rose" - God knows, we know that roses are sweet. The adjective is quite unnecessary.

The second poem has a savage reality about it. "I scraped my eyes out for my friend, Micky Thumps." That is really the essence of it.

If we move to Australia, Henry Lawson's *Drover's Wife* has a magnificent example of the avoidance of sentimentality, when one would have thought that Lawson had painted himself into an irretrievable corner. If you know that story, it ends as follows: the drover's wife, with all the pressures of the past upon her - she has lost a child, carried it on horseback 19 miles lying dead across the saddle, she has dealt with fire and with flood and with famine and with pleuropneumonia in bullocks and her husband has been away for 18 months and she has coped with the lot; on top of that, a snake in the house, the children up on the table, she and the dog kill the snake. And this is the end of the story:-

> "She lifts the mangled reptile on the point of the stick, carries it to the fire, and throws it in; then piles on the wood and watches the snake burn. The boy and the dog watch too. She lays her hand on the dog's head, and all the fierce angry light dies out of his yellow eyes. The younger children are quieted, and presently go to sleep. The dirty-legged boy stands for a moment in his shirt watching the fire. Presently he looks up at her, sees the tears in her eyes ... "

now if you had read to that point for the first time, you would have said "oh, oh, highly dangerous! How are you going to get out of that?" The boy, ragged urchin that he is, standing there in his night-shirt, looks up at his mother, and intuitively knows what she is feeling. Her whole lifetime is upon her. Now, what is he going to say? What is a writer going to put into that boy's mouth in order to extricate himself from imminent sentimentality? Lawson writes:-

> "Mother, I won't never go drovin', blarst me if I do!"

That is tremendous. It is true to the boy, and it resolves the situation brilliantly. It restores a real and non-sentimental relationship between mother and child. And what then? Do you end it at that? I think I would have, having got myself out of that situation. But Lawson, as a great artist, intuitively goes on to one more sentence:-

> "And she hugs him to her worn-out breast, ... "

and that restores the emotion of the woman, " ... kisses him, ... " which is not sentimental, in view of the previous sentence, " ... and they sit thus together, while the sickly daylight breaks over the bush." Only one adjective - sickly. Tremendous for an Australian writer - I admire it greatly.

That is a great writer, extricating himself with tremendous skill, from the threat of sentimentality. In children's books, I think it is even harder. That is all I want to say.

Finnis: This is where the dialogue begins. I think, Colin, there may be people out there, asking themselves the same question as I have been asking myself, "What's wrong with sentimentality?"

There are fashions associated with sentimentality, and just because now we like to take things honest, straight-from-the-shoulder, genuine stuff, does not make it necessarily right, but just makes it fashionable. Books suit the fashion of the reader of today.

Thiele: I would not agree. There are some who would, but I would regard it as a flaw, artistically, because I think sentimentality, as indicated by Lewis, has a ring of falsity about it. He sums it up very well, I think, when he looks at that very question, and he says, addressing himself to children, if you read a sentimental book, do not be worried that you may like it, because you need to read very widely to develop the kind of judgement necessary to separate the poor from the good, or the sentimental from the non-sentimental. He goes on to say "Sentimentality is sentiment or feeling that has somehow gone bad. When feeling goes bad it either turns over-sour or over-sweet." In the poem that he quotes it has gone over-sweet. That would be my answer. But I would never castigate a child for liking a sentimental book, any more than I would for reading Enid Blyton. I would hope that in nine months' time he or she would have gone beyond sentimentality.

Mahy: I think one has to differentiate in sentiment between the style and the assumptions underlying it, as in the poem that Colin read. In that poem not only the style was sentimental, but the assumptions underlying it were wrong, and therefore very sentimental. Sometimes an author, writing in the tradition of the time, uses a sentimental style but is nevertheless making real assumptions. I have not read *February Dragon*, though I was very interested to hear Colin make a reference to a girl in the story who lost a horse in the fire.

Perhaps because I am here in Australia, but possibly because of more fundamental reasons than that, I was reminded of another Australian story, *Mates at Billabong*, where Norah's horse Bobs is killed by a vile city cousin called Cecil. I remember my mother would not read this part of the book to me because she found it very upsetting. I read it and found it upsetting, and so have my children. I think the underlying reason is actually quite a sound one, although it is presented in the style of the time, rather sentimentally. Even to this day when I read in *Seven Little Australians* the piece about the death of Judy I start to cry in the library. I often feel very irritated with myself for doing this, because I feel that in some way the author has taken advantage of me in some way which is not entirely fair, by putting me in touch with a really sad situation, and has done so in a style which I cannot respect myself for responding to.

In the poem that was read both things were wrong. Sometimes there will be a situation where a sentimental style does, nevertheless, expose you to a genuinely poignant situation. It is very difficult for children to distinguish between the two, though as they grow older, as Colin says, I would hope that they would learn to do this.

Finnis: I raised the issue of sentimentality being a fashion because often we have this dialogue with our students at College. When we are reading books such as *Pollyanna*, which you must read if you have not read it recently, they say it is sentimental clap-trap, and will not go beyond that. It has become fashionable for them to say that the whole book is useless. The whole thing of crying when you read a book is anachronistic, they say. Now I'll admit it, I actually cry when I read *Pollyanna*, and I keep saying to myself, "This is ridiculous. You're a grown man." I have to argue the case though, that there is nothing wrong *per se* with sentimentality, but maybe it's overdone.

Dow: Are there any contributions from the floor?

Audience: American trends in children's literature away from sentimentality seem to be too harshly realistic and destructive. Are there are comments from the panel on this?

Thiele: I agree entirely with that comment. In fact, my opening remark was that the writer treads something of a razor's edge or a tight-rope. On the one hand there is that lack of sentimentality, but on the other there is the issue that you have put your finger on. Each writer must make decisions. It is related to craft, the skill of language, but it is also related to the fundamental position the writer takes. I personally could never take the position of some of the writers that you speak of, nor some of the statements that people like Steptoe or even Julius Lester have made. But then, I was born in South Australia in a fairly happy environment. I was not brought up in the West Side of New York, as a negro. And if I had been the latter, I might have been writing exactly those books. I don't know.

Audience: Sentimentality is often associated with Arcadia, or a pastoral background. It very rarely seems to transfer to the city.

Mahy: If sentimentality is emotion gone bad, then I guess that some sorts of fashionable bitterness could be regarded as emotion gone bad too. It seems as though in our natures we have certain key points which if they are touched will have a Pavlovian response. We will respond in a particular way. The thing about either fashionable bitterness or fashionable sentimentality is that it touches these points unfairly with, well I can't say with no real conviction, on the part of the author unfortunately. One of the authors I hate most is Barbara Cartland, and she maintains with every evidence of sincerity that she really believes what she is writing! But I do believe that sentimentality at its worst is a form of exploitation, no matter with what sincerity the author writes. Or indeed fashionable bitterness, and it seems that fashionable bitterness is becoming part of the urban tradition, just as quite possibly, and I had not thought of it before, that sentimentality is part of a rural or Arcadian tradition.

Audience: Is there a particularly Australian brand of sentiment or sentimentality? And is there a particularly Australian type of humour?

Finnis: If there is, it would have to do with the Outback story. This myth of outback hardships, the *'Climb a Lonely Hill'* sort of story, the Lilith Norman sort of story, puts a lot of people through a lot of pain and they endure it, and survive, and turn out better for it. I guess that is as close as I could come to find a particularly Australian sentimental story, and I think it is to do with the whole Outback ethos - where the real people live, and so on.

As to the humour, I think I should leave that to Colin as he is one of the great humourists of our time.

Thiele: I think our time on this topic has nearly run out, and I should attempt some sort of summary, and at the same time comment on the question.

I would still think that humour is a splendid antidote to sentimentality, and if one studies very attentively the 12 or 13 best stories of Henry Lawson, it is quite miraculous how again and again, when Lawson is on the brink of sentimentality, he rescues himself by a very adroit use of humour. It is a sort of salt, that takes away the sugar just when it is becoming apparent.

But fundamentally, apart from the value of humour as an antidote to sentimentality, I would go a little further and say that sentimentality, irrespective of age, or tradition, or fashion, is an undesirable characteristic. My reason is that it is fundamentally false, at any rate, in those situations where very deep feeling is concerned. This is particularly so in tragedy. Sentimentality in tragedy is fundamentally false, because it tends not to look at the tragedy with clear eyes. It is not honest.

I know that the writer is then in a dreadful dilemma, because in trying to be absolutely honest he or she could very easily swing too far in the direction mentioned by the speaker from the audience, and go the way of some of the bitter American writers. That is a position that I personally could not adopt. All the same, I would hope that as a writer and as a teacher, I would try to avoid sentimentality of the worst kind, that is the mush, absolute mush. I do not think it is a tenable position in art, and I refer to painting, or music, in exactly the same terms as writing.

Dow: "Everything has a moral, if only we can find it."

Mahy: This is partly a question of how we traditionally regard children and childhood. It certainly seems to me to be the case that over the years, the tendency has been to look at a child and wonder what we can teach it, and what it can learn from us. This, of course, is not a wrong situation, because we hope to expand children's experiences in ways that are going to be useful to them for the rest of their lives. Certainly it is true that the history of published books for children has often, almost invariably, been tied up with teaching the child something.

The stories of the 18th and 19th centuries are remarkable in retrospect because of their insistent morals. They are very didactic writing and nowadays we look back at them feeling that, to a considerable extent, we have escaped from this didacticism. Morals that were urged upon children in those days, of course, were morals which we find often unacceptable these days. For example, poverty was quite often regarded as punishment for misbehaviour, and filial obedience was high among the virtues that were rewarded in moral tales.

I particularly remember one story which was the story of Volni Becker, who plunged into the water from the ship's side to save his father, who had already plunged in to save a child, so it was a chain reaction. A shark appeared and was threatening the father and the child, and Volni Becker plunged into the water and struck the shark such a blow that it swam away to think about it, during which time the father and child were hauled safely aboard the boat. They were in the act of hauling Volni aboard the boat, and it must have been a good-sized boat judging from the picture I saw, as he was dangling in mid-air, when the shark, "The monster, furious at being deprived of its prey, returned, made a great leap out of the water, bit Volni Becker in half, and then plunged back into the water leaving the upper half of his torso dangling from the end of the rope." The story concluded by saying, "Even in his agony the boy's upturned eyes managed to express pleasure that he had managed to spare his father from a similar fate." This, of course, is I think taking the moral of filial obedience to rather an extreme. It is certainly reading a lot into the expression of someone who has just been bitten in half.

Nevertheless, reading accounts by people who read such stories, there were children who were terrified into submissive behaviour by the threats of losing parents following on their misbehaviour. I can remember one book that has a picture of a skeleton standing by mother's bed, with her children around her, and it says "Look, children, look at this picture. This mother here is dying. Her children stand around her. Now they wish they had been good. Now they wish they had folded up their clothes. But it is too late!" And, of course, this is the quality that we usually associate with the moral to a story.

In actual fact, if you regard a moral as a lesson, it seems to me that it is almost inevitable that any story is going to have some sort of moral to it. And, of course, I guess that many of us realise that stories nowadays have morals in terms of our reaction to other people, kindness, understanding of other people's points of view, the way we accept our own isolation in ultimate moments. Many modern children's books are trying to teach lessons of our times, for instance in terms of freedom for women and ability to interchange roles, as in *Nobody's Family's Going to Change*, books of that sort. Another example is in terms of standing out against a group, as in *The Chocolate War*. All these books have their morals. Any you do not really have to look very hard to find their morals.

Other books are teaching lessons much more unconsciously, in terms of our reactions to unconventional experiences, the way we open ourselves to chaotic imaginative experiences of one sort or another. These often recommend breaking away from stereo-typed situations into something a little bit more liberal.

It is rather hard, I suppose, to think in terms of morals when you think of writers like Spike Milligan, and other writers of nonsense stories, but they too have their lessons. The lesson in this case is that one should not only notice the surface appearance of sense, that there is always a wilder and stranger side, a mad underlying chaos of many events in the world and the universe.

One of the reasons that almost any story has a moral attached to it is to do with the way language works, particularly in Western countries where we have a subject and a predicate in a sentence, where we have cause and effect. We can see relationships between one thing happening and another thing happening and another thing happening after that, and that almost any person who writes down a story is writing down something that people are going to learn from in some way. Even though we may feel that we have broken free from the story with the moral, in actual fact some sort of moral or some sort of learning experience is an implicit part of the story, an implicit part of action. We make these judgements and we are sometimes required to supply these morals from within ourselves. The story with the moral is still very much with us.

Dow: Would any of the panel like to comment on some of the material that has been put out by groups like the feminist press, for example?

Mahy: What the feminist press, for example, has to watch out for is thinking the situation of liberation is as simple as role-reversal. In many cases, of course, they are well aware of it. For example, when Shirley Hughes wrote a book called *Sally's House* she was castigated by the feminist press for presenting a book where a little girl enjoyed making houses. She made houses under tables, and in trees and so on. I don't think this criticism was entirely fair - they said, why didn't she make a little boy do it? Well, why not, indeed? But why not a little girl?

This can lead to very clichéd thinking, every bit as sterile as some of the older type of didactic writing. I think that most people are aware of this, and know to watch out for the dangers that are implicit in this situation.

I have encountered people who appear to think that liberation is as simple as showing people with reversed roles. Good writing and the good understanding of style is in itself a liberating force.

I certainly think humour is very liberating and, without simply thinking of the roles played by boys and girls in stories, a humorous story is a freeing thing because it gives one an instrument to make use of humour, an instrument that can be turned against stereotyping of whatever sort.

Where role reversal is concerned, of, for instance, girls in adventurous situations, this is excellent, provided it is not done in too humourless a way, and it is not done too much in the spirit of Volni Becker, which still can happen. We have not improved to the extent that we are entirely free of that sort of thing.

Audience: Some authors like to put in a 'bit of background' in their books for children, like, for instance, European culture. Has the panel any views on this sort of didacticism?

Finnis: The danger in that, as I see it, is that it is going to be forced in where it does not belong. It seems to me, and this is a highly personal point of view I'll admit, that if a person wants to tell a story, then the story needs to have its own 'identity'. The story should not need to have anything else laid over it, whether this is some philosophical point of view, some ideological point of view, or whether the author thinks that children should get their social sciences at the same time as they are doing their fiction. I do not think that they go together at all.

Thiele: I would agree that there is writing and writing. If the purpose of the book is to be unashamedly a social studies book, this is an entirely different proposition. But if you are trying to write - and the phrase I like is Hal Porter's "with the ink of your heart" - this is a different business. Then you are concerned with all measure of things - you are certainly concerned with what one might call artistic unity or integrity, in the original Aristotelian sense, and then I do not think, as Ern has indicated, that one can admit material that is extraneous to the organic unity and to the essence of what one is trying to write. That is my position.

So far as the fundamental tenet of Margaret's topic is concerned, that "Everything has a moral", I have been called the greatest preacher in Australia. And I suppose I must accept that. I have also been characterised by somebody or other as having 'a very old morality'. Well, I am so blooming old that I don't even know the new morality. But I would not make any apologies if I include material about something that interests me enormously such as, what makes people grow, really grow, inwardly. In my boyhood it was called character. I don't think there is a synonym for that these days, is there Ern? I have never come across it. I think perhaps it's 'value-system'. It is that essential nature of all of us which controls our most fundamental attitude toward the universe, to our fellow human beings and to society, to oneself, to integrity to oneself. Now I believe as a teacher that books have a tremendous part to play in that development. And in books like *Blue Fin* I make no bones about it, that a teacher and a father, probably two of the most essential influences in any child's life - teacher and father or mother - were on the way to persuading the boy that he was a no-hoper. In fact he was not. Given certain fundamentals of the situation, and they are essentials which I enjoy exploring, such as solitude, endurance, the power of self-preservation and so on, the boy would grow. At least, that is what I suggested. So that is my position about this morality theme. I think it is fundamental to humanity, quite frankly, and to literature.

Finnis: We are going to move on to the next topic in a moment, but I just want to ask a general question of the audience, and that is have you ever come across, ever in your teaching careers, a point where you think that an obvious moral tale would have been of some value? Again, I am getting back to fashions, where obvious morality is non-U, let's keep it all very subtle. So we get subtle morality now. Or I think the term is 'the new didacticism'. And so we are likely to get stories which are against agism, sexism, racism, but all neatly packaged in a very palatable format.

I have been asked, for this session, to play a role, so I am glad we have got around to roles. I was asked to play the role of the child-reader. I am just starting to get the drift of why that was so. It's because I cry when I read *Pollyanna*! And I am also beginning to realise that that is one of the things I am going to regret I ever admitted! However, if a child-reader is to be taught a lesson, a moral lesson, isn't there a time perhaps when the child ought to be told it straight, without the sugar coating?

Audience: Folk tales, fairy tales, myths, legends, etc., embody permanent truths, despite their being rather horrific at times. The thing I find offensive about didacticism is the way it dictates a point of view, so that to disagree with that point of view you are made to feel that you are wrong. In the best myths and legends, for instance, the truth is *there*, without being pushed.

Mahy: One of the interesting things about folk tales is that they do represent truths of a society, but fairly obviously, not necessarily truths of an individual. Although they do not always end happily, on the whole they do, and they celebrate the victory of good simplicity, and sometimes a person who is poor, the youngest member of a family rather than the oldest, the view that a society had of the way things should be.

If I could just extend this, nowadays the happy ending to a story is under a certain amount of pressure because it is often seen, at one level at least, not to be true. I think it is worth bearing in mind that the happy ending to a story, provided it is not manipulated or made sentimental by being wrought out of impossible premises, or anything like that, does have something therapeutic about it. Not only does it achieve something for the characters in the story, but it gives the readers the feeling that they can go out and achieve a happy ending, not necessarily for themselves, but that they can make it happen. I think it does strengthen, and provides some sort of example at a fairly deep level, of something that can be achieved. Whereas a story that ends unhappily often fills you with apprehension and hopelessness. It may give you the feeling that you are *not* going to let that happen, and you are going to fight against that, but in actual fact, because of the structure of the narrative, it often makes a happy ending seem to be something that you can make happen. That is one of powerful things about myth and folk tale.

Finnis: Part of the explanation of why I am here with these people comes from a piece of short history. About three months ago when we started corresponding about this, it was agreed that Margaret would play herself, which she is doing fairly well, you'll admit, Colin would also play himself, and I would be the adult critic and child-reader. That puts me plainly into the category of consumer, so my role up here is to represent all consumers. These two people on my left, Margaret and Colin, represent the producers, the creative people.

That is partly the reason I asked the question, who wants it told like it is? Because then I can answer my own question, a very pragmatic question, by saying the consumer does, the adult critic does and the child-reader does. And since there is this thing called consumer sovereignty, my contribution borrowed from economics, I will use this economics model for the moment. What the consumer has to say must have some significance if the consumer is the sovereign. After all, what he or she demands, is the stuff that is supplied, using that model. You might disagree with the model, of course.

As an adult critic, I want it told like it is for artistic reasons, the reasons that have already been discussed in this section, the reasons of integrity, consistency, realism, and I suppose telling it like it is, for this part of the session at any rate, is to do with realistic story telling.

A recent example of where I have found this occurring, that is, integrity, consistency and realism, is in this rather remarkable book called *Dominic*, which you probably know, by Mary White, the Sydney-based author. She has written a very interesting piece of new realism, I think. Do you know it? It is worth reading. It is about Meg Curnow, sculptor, and she is not the usual sort of mother. She does not make Dominic go to school, treats him like an equal, does not talk to him about his father, whom he never sees. He is happy with this, spends a lot of time working with the puppets and puppet theatres he has created and so on. He is not a typical male, by any means, and he does not live in a typical house. There is no romantic wind-up to this story. Even though there is a boy-friend on the scene, there is no marriage at the end just to make it neat and tidy. The boy does not really come to like him particularly, because he detests him earlier in the book. It is all very realistic and likely to happen. Again, even though this boy-friend appears to be the obvious surrogate father, that does not take place either.

As an old reader of realistic fiction, I don't want cop-outs and I don't want hedging, and I don't want authors intruding into their stories. And I don't want them backing off when they do touch a sensitive spot. I just want them to get on with it and tell the story that is needed if they enter some line of argument.

That is why I am so impressed with this book I go round the state talking about called *Jack the Bear*. Have you come across this one? Good, somebody's read it. I am very impressed with it. In small part, anyway, it is about a boy's rampant sexual interest. Together with that aspect of the story there are a lot of other things that are consistent with it. There is no backing off, no copping-out. There is very strong sexual language - if you have read it you will know what I mean. There are very explicit sexual scenes, experimentations, even so far as a group grope, which ends with the parents arriving on the scene, lots of embarrassment, and all that sort of thing. It is all very like it is, I submit. It is very much like it is for the situation and the processes that are being talked about in that story *Jack the Bear*. There is no shying away from it at all by McCall, the author. It is tough stuff.

Now I mention *Jack the Bear* particularly because I am impressed by it, we don't have it on our course, whether we haven't plucked up the courage for it quite yet ... No, that is not the reason. The reason is that it is not in paperback yet. As soon as it is in paperback we will have it on the course. But I mention it because it does present a problem for the librarian. Even if you are as impressed with it as I am, what do you do with it, because it is going to cause a storm? Maybe.

To speak as a child, the other part of my role, this is what I have to say as that consumer. The same sort of thing applies. Only this time the concerns are not so much associated with veracity, it is the subject matter supplied by the books, the sort of thing that children are healthily and naturally and rather urgently curious about. These topics are, in many cases anyway, drugs, and sex, and maturing, and love, and discrimination, and things of that order. They are important to them, and I accept that.

They are more than fiction of course, but frequently children turn to fiction for the information they want. They turn to *Go Ask Alice* for example, or *Skinhead* or *Suedehead* or *Smoothies* or *Sorts*, and you have come across those, all of you, I know. They are lurid, and over-written and poorly conceived, and sensationalised, and they are all taken as being versions of what really happens. I am saying that because the kids do, mistakenly, believe that that is what it is. You ask them. I have. They say, "Yes, that's how it is, all right! What is in *Skinhead* is exactly what goes on." They are mistaken, but they believe that that is the case.

That is a danger, as I see it. I accept that for the vast majority of readers the sort of books that I have just been talking about are really books that *are* like it is, for other people. I am not saying that our world is like the sort of books that I have been talking about. But it is like that for other people. John Rowe Townsend had a rather interesting comment to make about this when he was here recently. He said "It would be fun perhaps to write a book where the father is a friendly, no-problems sort of a guy, who loves his son; the mother is a capable, intelligent woman who goes out to work; the family is all very loving and supporting. It would be fun to write the book, but who would want to read it?" That is a fair comment. That is how it is for the vast majority of people, but nobody wants to read about it. What they want to read about is, what it is like for people who are living different lives, but not too different.

Kids do want to know how it is, and if the people with the resources, that's us, don't come up with the goods, apart from the non-fiction stuff, and they come up with that all the time, don't they - if you want to know about sex, non-fiction; if you want to know about drugs, non-fiction; but it is the fiction that is dragging behind, the supply of that is not getting through to the consumer as quickly or as well as it should. So if we do not get that through, the kids are going to come away from their literacy experiences thinking that the stuff out of *Skinhead is* the way it is. They are not getting it told like it is at all, they are getting it told like somebody else thinks they ought to.

I will ask the question that I asked before. I know one person put *Jack the Bear* in their library. I do not know what resistance there was to it, or whether it caused any waves. Does anyone else have a similar experience in their pursuit of telling kids like it is?

Audience: A senior student, a sensitive girl, asked the library staff to make *Go Ask Alice* off limits to first and second year students. She thought it was dangerous for them. We were most impressed that she was concerned enough for the younger students.

Finnis: Did she say what she thought was dangerous about it?

Audience: Yes. She thought it might tempt some of the less sensible students to have a go.

Finnis: So you took all the adventure books off the shelves too, I hope.

Mahy: I think when children, or anyone, ask us to tell them how it is they are asking us to tell them how dangerous it is. Children want life to be dangerous. A lot of us do. Certainly it is more interesting if there is an element of risk or danger. People are always saying that we must have more education about drugs, and I do not doubt that for a moment. But I sometimes think that education is not going to have quite the effect that we think it will, because it is dangerous, it emphasises how dangerous drugs are, that these are children who want to take risks. So that often the books that appear about drugs, for example, or sex, or anything like that, are showing people in extreme circumstances. I am interested that, so far at any rate, I have not encountered a book about a boy or girl who grows a couple of pot-plants in among his/her mother's tomatoes, or does this sort of thing which a lot of children are doing. This is not the extreme situation, but is just as much how it is, as *Go Ask Alice* or *The Scillys Trip*, or some of the stories which show the very destructive potential that drugs have. What children are wanting is an adventurous story, and it is easy to see people risking their lives and sanity as adventure. Discomfort and despair have often accompanied adventure, and nowadays we are deprived of the sort of adventure stories that were possible earlier this century and in the 19th century, outposts of empire and all that. When children are saying tell it like it is, they are really saying tell us how exciting life is, that is what we really want to know. That is why books like *Skinhead*, every bit as improbable as *Treasure Island* or *King Solomon's Mines*, are seen to be 'like it is'. I can remember when I read *King Solomon's Mines*, I did not want to believe that it was not true. I wanted to believe that it was a historical event because I was so excited about these men setting off across the desert and finding diamonds, witches and all sorts of things. A lot of today's children are trying to do the same thing.

Audience: How do you reconcile the popularity of science fiction and fantasy with your claims for realism?

Finnis: I should have mentioned in my earlier piece that there is not a constant desire for realism. I'll accept that people also want, at times, to escape into fantasy. But if and when the consumer wants it like it is, then it ought to be there.

Audience: Ern, do you think good literature can be written in response to consumer demand?

Finnis: Ah, yes. Well, yes, I think so, partially at any rate. I believe that literature reflects, more than shows the way to, society's changing attitudes. Yes, I do believe that the consumer does and should influence literature. Perhaps the suppliers could tell us whether they are so influenced.

Mahy: I do not see why one cannot write a good book in response to consumer demand. But I don't think it happens very often, and you do get a build up of second and third rate books. Books written to a formula can be useful and do have their place. I doubt that an author interested in writing, rather than some sort of sociological treatment, gets motivation directly in response to consumer demand.

Dow: We will move on now to the discussion topic "Human beings don't change - universals and ephemerals".

Thiele: I'll be very brief so that we can pass on to fantasy and also "Where's it all leading?" - probably the most important question.

The reason that we included this topic is that I, at any rate, get a lot of questions from teachers, librarians and senior students, asking me whether I believe that people have changed, and that therefore the books of 1978 talk about different beings from the books of yester-year. My answer to that question is no.

The evidence I would cite is that if we read Sophocles, (in translation I hasten to add) or Euripides, or Horace (a very good poet I find), or Molière, or Shakespeare, or Dostoievsky - right across literature it is my belief that the fundamental human being, when we are looking at human compassion, and human greed, all the attributes that make a human being good or evil, then what people like Sophocles or Tolstoy were saying and revealing, are almost identical.

In other words, society has changed excruciatingly, the milieu in which human beings are set, but not human beings themselves. And so the story of the Good Samaritan, finding that the victim of the bashing had been passed by again and again by people averting their eyes, is repeated in the west side of New York today. That is identical with the situation of 2000 years ago.

Attitudes to riches, greed, have not changed. The story of the three robbers and the pot of gold is repeated every day in the Mafia and other places that I, fortunately, do not know about.

So, my answer to the question is a very simple one. No, human beings have not changed at all. I am reinforced in this by my biologist friends who tell me it would take about a million and a half years to fundamentally change human beings. So what the writer is looking at is the milieu of the existing society. The mirror is held up to nature, yes, but the mirror is also held up to society. What we are doing is bringing up to date the stories of old, but as far as the fundamentals are concerned nothing has changed.

Dow: As we are running out of time I think we will go straight on to Margaret's ideas on fantasy.

Mahy: When I was a child I was very interested in fantasy. I read a lot, even though there was not as much available then as now. I read a lot of folk tales, Eleanor Farjeon, C.S. Lewis, later on, at university, Tolkien. I was enraptured by his books, and have read *The Lord of the Rings* three times aloud to different groups of children. Since then there have been a large number of fantasies written, and now I find myself in the situation of thinking that fantasy performs a very valuable function and is not escapist at all. But sometimes I think we are being over-exposed to certain types of fantasy.

All the time now I open books about people in some mythical country and there is a battle between the forces of good and evil. It is no longer easy to victimise traditional villains, a particular social group or a nationality, and as an adventure needs a villain, fantasy splits good and evil down the middle. You have Frodo and Aragorn on one side, and the Orcs on the other. There is no hesitation in your mind about who are the heroes and who the villains. This is a situation of considerable relief, as in *Star Wars*, which I enjoyed very much.

Nevertheless, while there is this relief and sub-creation, which Tolkien himself writes about, it is not always doing what fantasy is intended to do. It is not surprising how bad the people are, but it is surprising how bad the good people are. Fantasy copes with this inadequately. One of the possible exceptions is Ursula Le Guin.

I would be interested to hear other people's views on this, because personally I am getting tired of books in which the universal struggle is translated into simple goodies and baddies with an exotic setting. I expect fantasy to be much more internalised, and to show people in mixed situations, where it is impossible to know what is good or bad, where doing good involves doing some bad, that sort of crisis.

Audience: Has *The Ice is Coming* fallen into the trap that you have outlined?

Mahy: I am in the process of reading *The Ice is Coming* at the moment, and as far as I have gone, I don't think that it has.

Finnis: I do not believe that it has fallen into the trap either. I think that what it is doing is teasing out something that is happening in fantasy. It is a 'Garner' approach to fantasy, trying to absorb the myth into the modern world. I see *The Ice is Coming* as a significant contribution towards that movement. That is why I do not see that fantasy has 'run into the ground', by any means. I think it is just finding a new direction, is all. And when it does find a new direction, it will be away and running as fast as ever. I am glad to come to that conclusion as I do believe, as C.S. Lewis said, nobody is ever fooled by fantasy, to paraphrase him, what they are fooled by is the material that pretends to be realism. Everyone knows that fantasy is *not possible*, and verisimilitude is an act of faith in that case. And so I am very pleased that *The Ice is Coming* is part of this movement towards a new direction.

Dow: As our time has almost gone, I will now ask Ern to conclude by looking at the question of "Where is all this leading?"

Finnis: Well, I will look at where we are heading, and I think I had better leave it to you, the audience, to summarise all this afternoon's discussion for yourselves.

Where is it all leading? I thought of this yesterday as I sat on my boat, catching the occasional suicidal flathead. I did not really care where it was all leading. It was rather peripheral to enjoying the sun and the company of my family on the boat. However, if we do come back to the question, and we must, then I can come up with three definite statements about where it is all leading.

The first is that there is a large and healthy industry associated with literature for children. There are authors writing, publishers publishing and people reading the products.

The second is the development of courses, such as the proposed Graduate Diploma in Children's Literature at Toorak State College, and conferences, seminars and learned works.

The third is that there is a very diverse output for those people who think that reading has something to offer their leisure hours.

I think that is as much as you can say about where it is going, but it should be leading into much further areas. It should be leading to a conviction on the part of many children that fiction in the form of novels is a worthwhile activity. I don't think that that is happening at the moment. I refer to my own college, Salisbury C.A.E., where we have a course called Recreation. There is no component of that course which has anything remotely connected with reading for pleasure. Small wonder that kids are leaving school thinking that reading has little to offer their leisure hours.

There ought to be also a leading towards a realisation of the delights associated with the reading skills that they possess. Now, it is quite plain that kids do come away from school, despite what the newspapers tell us, able to read very well. The fact of the matter is that they do not bother reading fiction. I think it is something to do with the work ethic that they have learned at high school and primary school. Every time you say 'reading', they say 'work'.

Another direction it should be leading is the stimulation of the imagination. I don't want to say any more about that. Sloan said it all, and before her, lots of other philosophers.

Children's literature should be leading towards the cultivation of catholic tastes in literature, and I don't see that happening either at the moment.

It should be leading to a realisation that there are special virtues associated with reading novels.

It should be leading to a realisation that they can share the delights of reading with others around them.

It should be like that but it isn't. I am convinced it isn't, at any rate, from my own personal experience, as well as reading other people's findings in the area.

I was out at Salisbury North West Primary School recently, and for those of you from interstate, it is north of the city, and I came across a Year 7 boy reading a book. I said, "Ah, you are reading *I am David*, I see." He said, "Yes. It's the first book I've ever read." Quite unabashed, he had found out for the first time in his life that it was quite fun to read a book. He had, in fact, broken through to literacy in the true sense, in Year 7 of his schooling. Before that he had not been literate at all, in the sense that he had not been using his skills for literate means. I know one is a very small sample, but it is probably the tip of a very large iceberg, and I can fall back on Aidan Chambers anyway. Even though he is now a bit out of date, 1969, and did his observations in England, he claims that 60% of students never read a book after they leave school. So something is going wrong.

To reach the vast number of children who see literature as being irrelevant, and they are probably illiterate, what is to be done? And I now start to speak as the child whom I was asked to speak as. Speaking for children, put the pleasure back into reading! Break down the mystique that is associated with the skills and the subject matter! Develop literacy courses for me, in the primary schools - do away with the ad hockery of here's a good book, here's another good book, and so on. Revamp secondary reading - get rid of all the dead literature, and put in some lively stuff. Come out and meet us - leave your libraries and classrooms, and meet us where we are. Bring child-oriented methods - revise the archaic methods you use now. Mix up the people who enjoy reading with those who do not yet know those thrills. Then associations may form which will make people who can read into truly literate people.

Dow: In closing this afternoon's session, I would like to thank you, the audience, for your attention and your questions. Without you there would have been no point in having this panel.

Secondly, our thanks to the three panelists. They have provided very interesting topics and have opened up diverse areas of interest. I am sure when you think back to what Margaret Mahy said this morning about remembering the being of her father's big black-maned Abyssynian lion, that you too will have something from this afternoon to remember.

Thank you all.

MASS MEDIA AS AN EDUCATIONAL RESOURCE

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DR MARGARET CHISHOLM

Mass media is a paradoxical phenomenon in that we are each influenced by it, literally bombarded by it; yet most persons have given it a minimal amount of concern. It has a maximum potential for impact, yet relatively little has been done to analyse that impact. Parenthetically, it is such a strange word that even the dictionary claims that 'media' is the plural of 'medium' - but that under some circumstances, it can be used in the singular; so that is the way I shall use it.

If asked to identify modes of communication included in mass media, we would readily identify newspapers, periodicals, television and radio. Newer technologies will include satellite, cable, video discs, electronic response TV, video cassette, recorder and dual audio cable.

This topic is overwhelming, as it could be approached from a multitude of viewpoints. These facets might include the moral, psychological, educational, financial and statistical and, in addition, each could be analysed through international comparisons.

For our initial considerations, we will focus primarily on television as an educational resource. Television is a contradiction, a conundrum. Note the contradictory descriptions of television that are popular today. Television has been called the boob tube, the beast in the box, the great hypnotist, the big eye, the modern day tranquiliser. Newton Minow, former head of the U.S. Federal Communication Commission, characterised television programming as 'the vast wasteland'.

By contrast, Lee Loevinger, a brilliant Washington D.C., attorney, states, "Television is the literature of the illiterate, the creature of the lowborn, the wealth of the poor, the privilege of the underprivileged, the exclusive club of the excluded masses: Television is the golden goose that lays scrambled eggs. And it is futile, probably fatal, to beat it for not laying caviar. Anyway, more people like scrambled eggs than caviar."

You also know what Buddha said as he sat contemplating his navel: "This surely beats daytime TV."

In a review of the book *Four Arguments for the Elimination of Television*, by Jerry Mander, Paul Gray stated, "Television is the most watched and least perceived invention in history." [1]

There is no one quotation quite as prophetic in the field of educational television as the famous quotation by Thomas Edison when he commented on the motion picture which he first demonstrated in 1884, and stated: "I firmly believe that the moving picture is destined to bear an important part in the education of the future. One may devote pages to the description of the processes of nature to be learned by rote in the schools. Suppose instead that we show to the child the stages of that process in nature - the cocoon itself, the picture of the cocoon unfolding, the butterfly actually emerging. The knowledge which comes from actually seeing is worthwhile. The geography which came from travel is better than the geography of the books. The next best thing to travel is following the same things through the moving picture."[2]

Amazingly, at that time, technology and educational thought had arrived at a point when education was ready to accept technological devices in the teaching and learning process, and within 15 years after the first film showing, more than 1,000 films were available for educational purposes, and the Superintendent of the New York City schools was recommending that motion picture projectors be installed in the New York schools.

However, the implementation of innovative measures is never easy, and as far back as the development of printing, every major innovation in the mass media has been heralded by pronouncements in the popular and educational press that the saviour of education has arrived, and converseley, pronouncements have been made that the executioner of culture and other benefits of education is here.[3]

An example of this is the statement in the *New York Times* in 1953: "We spend billions on education, only to have the good work - if it is good work - rapidly undone by the mass communications experts, waiting to pounce on boys and girls as they come out of school."[4]

It is very apparent that there is an obvious parallel between Thomas Edison's predictions and the predictions of many educators with the advent of television. However, as technology becomes more sophisticated, then the positive attributes, the negative influences and the readiness of education to accept and utilise instructional media (let alone mass media) become much more complex. To make a bad pun, the picture is not as clear today as it was when Thomas Edison ran his first black-and-white silent films.

These introductory statements were selected with the intention of presenting a confused and many-faceted interpretation of the use of mass media as an educational resource. However, Newton Minow has said, "Television is distinctly not like weather. Everyone is talking about it, but something can also be done about it."[5]

In setting the stage for our analysis, I would like to paraphrase a statement in a Ford Foundation report:

In most senses, mass media would be interpreted broadly as an instructional technology, and an analysis of mass media as an instructional resource would have to be approached in a similar interpretation, cautious and with numerous caveats. Instructional technology is a moving target, in part because of the changing nature of the technology itself, and in part because of the varying interpretations of its effectiveness and importance. It is a concept that arouses strong emotions among both its advocates and its adversaries. Some theoreticians conceive of instructional technology as supplementary to the teacher; others, anticipating a more active role, see it as a replacement for the traditional teacher. Despite the depth of feeling that it evokes and its increasing prominence, the field is enshrouded in vague definitions, hazy purposes and murky evaluations.

This is the result of a variety of factors: different interpretations of the field itself; confused and conflicting objectives; too much emphasis on technology for its own sake; too many inflated promises by the 'hardware' people; too little attention to the quality of the 'software'; overt, covert, and sustained resistance by the teaching establishment; lack of rigor and specificity in research; failure to follow through on demonstrations; and a reluctance to use technology in place of, rather than as an additive to, what is already in progress. Such unwillingness simultaneously sustains pockets of sabotage in the existing system and creates cost levels that cannot be sustained.

The purposes are usually multiple. They include: to improve instruction (qualitative); to educate more people (quantitative); to learn about learning (research); to reform the curriculum (substance); to improve the process (method); and to articulate the system (structure). While these are all laudable objectives, when they are intermingled at the beginning, they are difficult to separate at the end. The state of the art might be more rapidly advanced if the proponents of research projects, experiments, or demonstrations were required to state clearly and unambiguously their purposes before the project's inception, to adhere to them while the project is underway and to measure their achievement after the project is complete.[6]

This leads to the next step - what does research have to say about the use of mass communications? It is startling to find that Keith M. Mielke, in *AV Communication Review*, linked the fields of mass media and educational communications so closely that he labelled them 'masscom' and 'edcom'. He stated that it appears that both fields, 'masscom' and 'edcom', have progressed beyond a fixation on hardware to the utility of media in meeting communication objectives within a systems approach. In mass communication or mass media, however, we must address the added dimension of having to accept the receiver as he is, of having to compete for his attention, and of having little control over the reception environment. These realities force a multi-dimensional sensitivity to the message design and production process that could benefit the policy and practice in educational technology, where the degree of control is sometimes greater.[7]

Other points to note are that the mass communicator and educational technologist frequently serve as consumer synthesisers more than as original producers. This is not the case in the actual operation of a media system. In such media systems the validity of research is put to the most demanding test, as these media systems are nearly always in full public view, so mistakes have witnesses, and critics are never scarce.

Insights and principles of pragmatic value can be derived from case studies as well as from more rigidly controlled research. In the following case studies, television was involved, but only as a component in an integrated system. Continuing evaluations have been made. These are examples of educational applications both inside and outside the formal education system.

One case study was based on "Cancion de la Raza" (Song of the People), which was the production of an eight-part educational soap opera designed to reach specific target audiences of Spanish-speaking people, and to present socially ameliorative information, particularly on the availability of social services.

Viewers assessed their own level of learning, and they found the series believable, relevant, helpful in analysing their own personal situation, stimulating for organisational and political involvement, and informative. Six per cent reported they actually joined a socially ameliorative organisation as a result. This equals 13,400 persons in number.

A second case study is "Sesame Street": This program has been called "probably the most thoughtful, researched and thought-out program in the history of television." Since the first regular airing on 10 November, 1969, "Sesame Street" has entered the public consciousness and become a prt of the national experience for millions of young people and many of their parents.

The most noteworthy elements employed in creating this program were the successful marriage of the social sciences with the creative arts at the conceptional stage and research with production at the implementation stage. "Sesame Street" was conceived when national attention was focused on disadvantaged children and on the importance of preschool years in intellectual development. The curriculum development involved a series of seminars during which over 100 experts made suggestions for instructional objectives. These participants not only identified instructional goals, but they discussed the means of implementing the goals by way of a television series, thus taking into account from the beginning the strengths and limitations of the television medium and audience structure.

Many answers had to be found in the target audience itself, and preschoolers were the ultimate judges of what did and what didn't work. A variety of formative research techniques were employed such as moment-by-moment measures of attention taken with a distractor procedure. Also, much decision-oriented formative research was conducted by means of segment-specific achievement studies, in order to address such questions as, how many repetitions are necessary to get a criterion level of achievement? Summative evaluation data were voluminous and complex. In general, the more frequently "Sesame Street" was viewed, the higher the pretest to posttest gains.

At the other end from "Sesame Street" stood the Open University, another idea whose time had come. There is a notable lack of reserve, British or otherwise, in praising Great Britain's Open University, a system that takes higher education to the people wherever they are, through an integrated system of media. In his inaugural address, the Open University's first Chancellor, Lord Crowther, elaborated on the concept of openness by saying, "It is open as to physical location, open as to methods of instruction, and open to ideas." Peter Smith states, "It is the most radical and far-reaching experiment in higher education to take place in any country." It is far too early to determine whether the impact of the Open University will be as dramatic as its conceptualisation and early publicity, but there is little doubt that this is an important societal/communication event of the first order. Very few traditional procedures emerge unchanged from the Open University system. The division of labour, for example, requires a team of specialists to do what a single professor traditionally does: teach, evaluate, tutor, counsel, and in general introduce students into the culture of the University.

This co-ordination of functions requires a precision of communication, an objective statement of goals, and a consciousness of interdependence not typically required in higher education. Some of the same phenomena experienced with the introduction of ITV are also present: e.g., great care must be taken in lesson planning because so many students would be adversely affected by errors, and there is an unavoidable awareness that the previously private classroom procedures are now open to public scrutiny.

Another case study revolves around dual-audio television. The concept is to utilise a dual-audio narrator on radio to unobtrusively supplement regular TV audio during pauses or breaks in the action. This would allow any television program to be made into a direct learning experience for children.

Types of utilisation include: (1) reading (utilising visual screen credits and titles); (2) facts and vocabulary; (3) conceptual development through giving explanatory background; (4) process knowledge, explanation of logical and psychological information processing as in a detective story; (5) affective knowledge, explanation of feeling and nonverbal cues; (6) translating foreign languages. Active mental and physical participation could be encouraged by having the narrator ask questions or suggest concurrent activities.[8] Richard Clark has stated that children who watch television fascinate researchers almost as much as TV fascinates children.[9]

In Clark's publication, *Children's Television*, he states that during the past few decades, the amount of research dealing with the effects of TV on children has increased greatly, but even with increased study, it still appears that we know very little about the consequence of this relatively recent addition to the lives of our children.

The ultimate paradox is that, even though the title is called mass communication, the new technology is moving toward the age of 'Viewer Liberation'. It is now a time when each viewer has, at his fingertips, the engineering capacity to become, in effect, his own programmer. What started out to be communication for the masses is now becoming individualised - as the medium evolves, it is dramatically altering the relationship between the sender and the receiver, and it is moving into the age of 'narrow casting'.

This was a critical decision point in my presentation, as I had to decide whether to focus on completed research or on the new developments. I am so convinced that the developing technologies will create such changes in mass media, the methods of dissemination, and the impact on the audiences, that there appeared to me to be no alternative but to spend the remaining time on new developments. Many of these developments are evolving through miniaturisation of existing components, through micro processes, and through the vastly improved methods of distribution.

One of the miraculous developments is the optical fibre. One fibre, 1/5000th of an inch in diameter, can replace 1200 metal cables over 3½ inches thick. Pulses of light travel through these fibres and, at the present time, they can conduct up to 3000 separate 'messages' at one time. These messages can be the human voice, computer data, or television impulses. Increased capacity can be achieved through research on clarifying and purifying the glass out of which these fibres are made. The use of optical fibres is not just in the experimental stage, as a prototype system using several miles of connections is in use in California. The use of fibre optics will revolutionise mass media in that these large numbers of multiple messages can be carried simultaneously. Here is a real sample of an optical fibre.

The following slides show other new and exciting developments affecting mass media and electronic storage, transmission and retrieval of information.[10]

SLIDES

Although it was not possible to reproduce all the slides in these Proceedings, it was thought useful to print the commentary to show the scope of Dr Chisholm's presentation.

Slide 1. In the upper left is a transistor of about 1960; lower right, an integrated circuit in the process of being manufactured, one the size of an aspirin tablet, the other that of half a postage stamp.

Slide 2. A Texas Instruments 4000-bit memory circuit. Note the paper clip for size.

Slide 3. The same with cover off. Grey area in the centre is the actual electronic memory. 4000 bits of electronics stored information will reproduce a bit less than one-half a typewritten page.

Slide 4. A more complicated integrated circuit; a microprocessor. This is a larger package because of more electrical leads in the form of pins. The chip in the grey area in the centre, once again, is a bit under one-quarter inch square.

Slide 5. A closer view in on the microprocessor. This, too, is made by Texas Instruments, though many other companies produce very similar gadgets. If you look very closely, you can see tiny gold wires which connect the chip to the electrical contacts around its periphery, both within the blue area.

Slide 6. Still closer on a microprocessor chip. This one is made by Intel, and it is a very famous one, since it was about the first to be commercially offered. It is known as the Intel 8080 (Eighty-eighty). Around the periphery the gold bonding wires can clearly be seen. These wires are one-thousandth of an inch in diameter, one-fifth the size of a human hair. Note particularly the curved wire on the top at the right end.

Slide 7. A still closer view - the same curved wire is at the top. One can now see the complex circuit pattern etched into the silicon chip. The area of this slide is somewhat smaller than the dot made by the period symbol on the standard typewriter.

Slide 8. Through a powerful microscope this shows the curcuit pattern of a tiny portion of the 8080.

Slide 9. Progress in integrated circuits has been quite rapid. Back in 1964, these were the most complex chips that could then be made. They were capable of remembering four bits of information instead of the 4000 referred to earlier in today's version.

This series of slides indicates the progress that we predict will continue unabated into the future for at least another ten years or so. Progress in reducing the size and cost, and increasing the complexity of the electronic integrated circuits is continuing. The 8080 pictured has about the same computing power for a $5.00 price tag as a medium-size IBM computer of 1960. The latter occupied as much space as a desk and file cabinet and cost about $30,000 in 1960.

Slide 10. Viewdata is an experimental offering of a new service by the British Post Office. It is being tried in England with about 1000 customers this fall of 1978. Viewdata marries a television set with a telephone line using a kind of 'black box' that allows information coming over the phone line to be displayed on the TV set (when the TV is not being used for regular viewing).

Slide 11. The TV picture is controlled from a handheld remote control unit which will not only dial up the Viewdata number, but will access any one of many pages of information stored in the Viewdata file.

A POST OFFICE
INFORMATION SERVICE
1
2
3
4
5
6
8
9
0
Return to start
Jump to page NO
Go back one page
Page NO

Slide 12. The remote control unit looks very much like a standard telephone key pad with a few additional buttons supplied.

Slide 13. Here are some typical pages from the experimental Viewdata bank. This one is on 'Education'.

Slide 14. For industry there are pages on manufacturing.

Slide 15. For a commercial user there is a desk-top black-and-white version of the Viewdata set without remote control.

Slide 16. You can access maps and diagrams as well as printed information. Viewdata displays seven colours, poster-like diagrams and lettering. It will not show moving pictures.

Slide 17. A similar development in the U.S.A., not ready to be commercialised, is called Teledata.

Slide 18. There is an index page, and this one here shows the news.

Slide 19. Another index page for the type of news.

Slide 20. If one chose the weather, it would start off with a weather map of the U.S.A. etc.

Slide 21. If one chose the stock market information, the index would look like this.

Slide 22. Broken down into these areas.

Slide 23. If one wishes to look at the record of Dow Jones Industrials, here it is.

Slide 24. Or the daily volume.

Slide 25. Suppose you would like to see what is on TV and radio -

Slide 26. Here are today's programs.

Slide 27. Suppose you have checked into a hotel in Boston and want to find a place to eat dinner. You would select the word 'Restaurant'. Here is what comes up on page 83.

Slide 28. If we select French restaurants, we will be queried as to what part of the Boston area we wish to select for dinner.

Slide 29. If we select Boston proper, here is a closer choice of area in which to eat. Let's suppose we prefer Government Centre No. 11.

Slide 30. Up comes this frame showing the specific restaurant, prices, credit card information, specialties, etc., as one page of a number of suggested restaurants.

Slide 31. If one is to choose Entertainment, here is a type of Entertainment page.

Slide 32. If one wished to play a TV game, here is a game index.

Slide 33. Here is a TV game called 'Racetrack'.

Slide 34. Receiver inputs: In summary, these additional inputs are as you see them illustrated here.

Slide 35. Although copper wire and glass fibre cables have not yet turned us into the 'wired nation' predicted some years ago, some 18% of homes using television now depend on cable for the television reception of broadcast signals. By the early 1980's it is predicted that over 30% of the homes using television will be on the cable.

Slide 36. CUBE: Cable now provides various kinds of services we see summarised in this view of the CUBE console which has been installed in over 20,000 Columbus, Ohio television homes by Warner Communications for the start of service, December, 1977.

Television station reception is provided to CUBE subscribers as indicated by the blue column.

Community access and information programming channels are provided as indicated by the green column.

Individual pay programs and channels are provided as indicated by the yellow column.

Response choices permitting two-way communication from each CUBE-equipped home back to the central transmission point are provided by the black buttons on the right.

Slide 37. Videotape: When they put videotape in a cassette in the early 1970's, its use expanded rapidly among schools, business and industry, health care and other institutional users.

Since the arrival in the U.S. of Sony's ½-inch Betamax videotape cassette for the consumer in late 1975, well over 250,000 of this kind of machine have so far found their way into consumer homes to sit beside the television receiver. Already there are more videotape machines in the hands of those who watch television than of those who broadcast it. This cumulative number is expected to well exceed 1 million units next year, meaning that one out of every 73 homes using television will have a television videotape recorder - a very small but important start.

Of some five different and incompatible video-cassette format machine families ...

Slide 38. Beta family: 'Beta' provided by Sony, Zenith, Sanyo, Sears and others, and ...

Slide 39. VHS family: 'VHS' or video home system provided by RCA, Magnavox, JVC, General Electric, Sylvania, Panasonic and others, dominate the consumer electronics field.

Slide 40. JVC Vidstar: These machines, which are now being purchased in growing numbers by schools, business and industry, libraries and other institutional users, all have the common ability to off-air record television broadcast programs on a 24-hour basis with built-in channel selectors and timers.

New 50% extra-play videotape permits up to six hours to be contained on a single cassette.

Slide 41. Panasonic seven-day programmer: Accessories now being introduced permit seven-day, twelve-station, ten-event, push-button off-air recording. It is possible that a weekly 'TV Guide' of the future will come with holes to punch out or boxes to fill in for the programs you will want to off-air record. You'll tear out the pages and drop them in a slot to make your selections a week in advance.

Slide 42. Sony SL-8000E: But until that time, the models sold now will have push-button timers for a seven-day period that you will have to activate yourself.

Slide 43. Camera: Colour television cameras are now following the videotape cassette machine into the home.

Slide 44. Sony Camera: This is the year of the under $1,000 consumer colour television camera. Of course, these are not the kinds of camera presently used by broadcasters just yet. But the day will come in the next five years when both broadcaster and consumer colour cameras will use the same kind of solid state picture-taking element which will be mass produced as cheaply as today's pocket calculators.

Slide 45. JVC portapak: Meanwhile, this year the consumer will get a battery portable colour camera/recorder combination for $2,000 or less, which will let anyone make their own television programs.

Slide 46. Film: The broadcaster uses film. Why shouldn't the consumer use it on the home television receiver as well?

The consumer electronics industry is now telling the home movie and slide enthusiast that the best way to bring to life tired and faded film and slides is to see them on a television receiver. It is easy to arrange to have your film changed into videotape.

Slide 47. Audiovisual: In addition to the showing of film, audio is also coming in for its share of attention from the home television receiver.

Slide 48. Video Music: Consumer electronics manufacturers are now telling us that instead of just closing our eyes when we listen to music ...

Slide 49. Video Music: ... we should turn on to our colour television screens for stereo visualisations made possible by an accessory called Video Music.

Slide 50. Betamax-Digital Audio: Our old friend the Sony Betamax, which all along you thought was just a videotape machine, is now available as a very, very high fidelity audiotape recorder/player.

Slide 51. Videocomputer: We find electronic calculators blinking at us from almost everywhere these days. Why not from our home television screens?

We began this romance with videogames several years ago. They eventually reached an annual sales rate comparable to colour television receivers.

A growing segment of these devices is maturing into more elaborate videogames, which use ...

Slide 52. Fairchild: ... cartridges, ...

Slide 53. Fairchild: ... and players just the way videocassette machines do.

Slide 54. Apple: This evolution continues. It has now moved into fullfledged videocomputers with typewriter keyboards. Videogames turned videocomputers represent an incredibly fast growing area of new uses for the home television set.

Slide 55. Videodisc: The long-rumoured introduction of the consumer videodisc, which looks like an LP audiorecord, has been postponed so many times that it has reached the status of a fable in many quarters. BUT IT REALLY EXISTS!!! Its promise for inexpensive entertainment and information programming, as well as for individualised self-paced instruction and training applications, is overwhelming.

Let me assure you that while videodisc faces many problems as a programming lead system, as far as its consumer adoption is concerned, it is very definitely still alive and well as a consumer electronics product heading for the home television receiver.

Slide 56. The Teldec videodisc has been available for several years in Europe and Japan.

Slide 57. Thomson CSF: The Thomson videodisc is beginning to appear in France and the U.S.

Slide 58. Philips: And there are very real signs that in one year's time one or more companies will be offering videodisc players for sale in the U.S. for a purchase price of from $500 to $600, with full-length videodisc features at $15 and up, and a 30-minute program for under $10.

Slide 59. Teletext: Television has long relied on the use of alpha-numeric-graphic display as an integral part of program production.

Slide 60. Anteope: The Europeans and Japanese have experimented with various kinds of direct-to-the-viewer information services, now described as teletext, for many years.

A U.S. company, Micro TV Inc., has made a commercial demonstration in Philadelphia in preparation for the provision of a consumer news, shopping and community information service later this year.

Slide 61. Satellite: A wide range of commercial satellite common carrier services are now in use. The PBS satellite inter-connect system is well on the way to completion.

But there remains the further prospect of direct-to-home transmission.

Slide 62. NASA table-top: Such experiments are now underway in Japan and are planned for the U.S.

Slide 63. Facsimile: As we have seen, the television screen has been called upon to do almost everything. Why not also deliver the morning newspaper?

Slide 64. Tectronix: The scientific and law enforcement communities have long had the off-the-shelf ability to obtain a print copy of a television display by pressing a button.

Slide 65. Matsushita: The consumer electronics manufacturers are planning this function for the living room television receiver as well.

Slide 66. TV receiver: We have just made a quick review of some of the new kinds of services being developed for the home television receiver.

But what of the television receiver itself?

Experts tell us that instead of just sitting there as it has for the last 30 or more years as a passive receiver of VHF/UHF broadcast signals, it is even now evolving into an interactive home entertainment-information-instruction-training-work centre of various forms and types.

Slide 67. Multifunction: There will be fully equipped AM/FM/recording/playback models, ...

Slide 68. Controller: ... which will also help us keep track of time and help control everything from the coffee pot to the garage door and pay our monthly bills.

Slide 69. Sinclair: There will be 'tuck-it-in-your-pocket ...

Slide 70. Sharp in Moped basket: ... and-take-it-anywhere' models.

Slide 71. Advent: There will be large-screen theatrical event models.

Slide 72. Sharp electroluminescent: There will be hang-it-on-the-kitchen-wall models, ...

Slide 73. Sharp two-view: ... and there will be special models. They will show you in the lower right-hand corner what you are missing on the other channels. And, if you wish, they will automatically keep switching the main viewing channel until you raise your hand signifying that it has at long last arrived at the most desirable input from among the growing number of home video technologies we have considered here today.[11]

In summary, many segments of our society will be affected by the sequential but interactive phenomena of the knowledge explosion and the technological revolution. In addition, there is the thrust for innovation and change, and the need to cope with and adapt to rapidly accelerating rates of change. The ways in which we are able to handle intelligently this confluence of phenomena will determine how mass media will serve our future needs as an educational resource.

FOOTNOTES

(1) GRAY, Paul. Review of Jerry Mander's "Four arguments for the elimination of television." *Time*, March 20, 1978, 91-92.

(2) GUTTERMAN, Leon (Ed.). "The wisdom of Thomas A. Edison." *Wisdom*, vol. 35, November 1960, unpaged.

(3) BECKER, Samuel L. "The impact of mass media." *Educational media: theory and practice*, by Raymond V. Wiman and Wesley C. Meierhenry. Columbus: Charles Merrill Publishing Co., 1969, 27.

(4) *New York Times*, October 4, 1953, sec. 2, X15.

(5) MINOW, Newton N. and MILLS, Lynn M. "Prime time school television: doing something about TV." *Phi Delta Kappan*, June 1978, 665.

(6) BELL, David E. and HOWE, II, Harold. "Introduction." *An inquiry into the uses of instructional technology*, by James W. Armcey and Norman C. Dahl. New York: The Ford Foundation, 1973, IX.

(7) MIELKE, Keith W. "Reviewing the link between communications and educational technology." *AV communications review*, vol. 20, 4, Winter 1972, 394.

(8) Ibid., pp. 381, 384, 387.

(9) CLARK, Richard E. *Children's television: the best of ERIC*. Syracuse, New York: School of Education, ERIC Clearinghouse on Information Sources, Syracuse University, 1978, 1.

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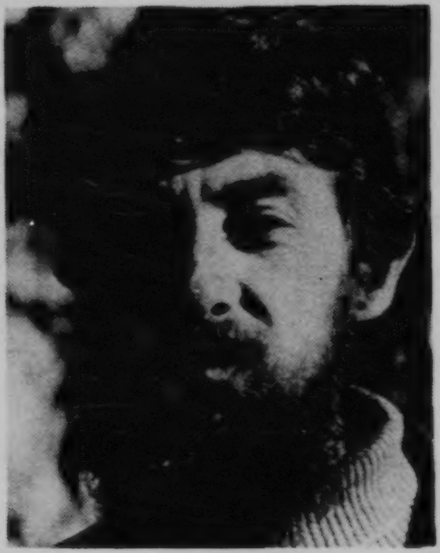
(11) WINSLOW, Kenneth. Speech at Public Broadcasting Service National Conference: Dallas, Texas, June 1978.

MASS MEDIA IN AUSTRALIA

Mungo MacCallum, Political Journalist

(This transcript is edited from an audio-tape of the session.)



MUNGO MacCALLUM

I will make some comments about what I think are some of the more widely held myths about the mass media in Australia, and then we can get into questions, discussions, arguments, stand-up fights, or whatever, as quickly as possible.

One thing I should say before we start, just as a matter of glossary, as Margaret Chisholm in the previous session pointed out that 'media' is used both in the singular and the plural, I tend to use 'media' and 'press' as interchangeable words. So when I am talking about the press I am not just talking about newspapers, I am also talking about radio and television.

First of all, let's define the mass media. The mass media isn't things like cassette television. I think the analogy between cassette television and normal television is rather like the analogy between a book and a newspaper. A book is a much more selective, a much more personal thing, as is a cassette. It is much more personal if you buy a cassette of a television program, or for that matter borrow one from a library, as you would borrow a book from a library.

Mass media is that section of communications, whether publicly or privately owned, which is basically concerned with maximising its audience. That doesn't mean that it necessarily wants to get to every single person in Australia. Obviously the audience for a reasonably high quality weekly newspaper like the *National Times* is going to be very different from the sort of audience that a pop music radio station is aiming at. The *National Times* does set its audience, it has a very careful look at the hole in the market that needs to be filled, and it then tries to fill that hole in the market, and I mean *fill* it, leaving absolutely nothing over for anyone else at all.

I agree with much of what Margaret Chisholm said this morning about the lack of any really solid information about the mass media. In Australia there has been precious little work done on it and regrettably much of the work that has been done has been done from a very fixed ideological viewpoint and is therefore somewhat suspect. For instance, there is a very left-wing academic in Canberra called Humphrey McQueen, who has written a book called *Australia's Media Monopolies*, which starts, middles and finishes with the thesis that the media in Australia is purely concerned, not with selling information and entertainment to you and me, but is interested in selling you and me to the advertisers, because the advertising is where the profit comes from. According to McQueen's thesis, news, features etc., are largely irrelevant in the media. They are just there to fill up the holes between the advertising. All the newspaper or the radio or television station is really interested in doing is to get an audience which it can say to the advertisers, these are the people who read our paper, who listen to our radio station, there are so many of them, they have so much money to spend, they usually spend it in roughly this pattern, we will now sell them to you at so much per column-inch. This is an attractive thesis in a lot of ways and there is some truth in it, but it does tend to over-simplify the problem. In spite of what McQueen thinks, advertising managers and advertising salesmen do not actually run the media in Australia. They have an influence on it which is perhaps large, and perhaps unfortunate in some ways, although the alternatives which I will discuss in more detail later also have their traps.

The people who run newspapers in Australia are not entirely ogres. Many of them have only one horn on their heads, some of them do not even have pointed tails, but a lot of them do imagine that they have a great deal of power.

Who owns the media in Australia and how does it work? There are essentially four major owners of the privately owned media in Australia (Herald and Weekly Times, Australian Consolidated Press, John Fairfax and Sons, News Limited). The general argument that is put forward is that this is far too few, that there is not enough diversity in the media and in newspapers in particular. Again, this is an attractive argument, but I am afraid it gets knocked down by economics of scale.

One of the reasons that the Australian newspaper industry, and I am now talking specifically about newspapers, is not very good, to put it mildly, is because it simply cannot afford to be. Australia is one of the very few capitalist countries of the world in which a newspaper is considered viable, if not particularly profitable, if it can sell 100,000 copies a day. Any paper that tried to exist on 100,000 copies a day in Great Britain, Europe or the U.S.A. would simply not be a goer, it would fold overnight.

100,000 copies a day will buy you a small staff, a reasonably competent staff, it will buy you a distribution network, it will get you quite a bit of advertising revenue, but it certainly will not provide enough revenue to buy the staff or the resources for a *quality* paper. People often say that if Watergate had happened in Australia, the Australian press would not have exposed it because they are too gutless. I do not think that is altogether true, although there are aspects of it to which I will come back. They would not have exposed Watergate if it had happened in Australia, that's dead true, because they just would not have had the time, money or resources to do it. An Australian newspaper simply cannot put two people on to one story for six months, two good reporters, providing them with virtually unlimited expenses, etc., in the hope that they will come up with a story.

Australian newspapers are understaffed, and they are understaffed because they are small. From this it may seem to follow, although perhaps we can argue about this later, that rather than having too few newspapers, Australia has too many. In a population of 14 million, Australia has room for only one quality newspaper. There is certainly not room for one quality newspaper in each of six capital cities, and it is absurd to think that there is. The markets and resources are spread too thin.

Having said that, how are the newspapers run? The first thing to remember is that when people talk about the capitalist press, the press *is* capitalist. The people who own the newspapers, the media outlets, are by and large multi-millionaires and they intend to stay that way. It is positively insane to think that these multi-millionaires are likely to rush out and urge a redistribution of income and a redistribution of power throughout the community, or that they are going to use the vehicles they have, to urge other people to do the same. So we are stuck with this concept - if we are going to have a privately owned press and, as I say, with all its disadvantages it is probably less dangerous and preferable to have a privately owned press rather than an entirely publicly owned press, it will be capitalist.

It is not, however, going to exert anything like the power and influence that most people think it does or that it thinks it does. It will set a climate of opinion which, insofar as one can define it at all, is a consumerist climate, stressing the value of material goods and so on. It does not always do this consciously, but it is the nature of the beast. When it gets on to specific campaigns, the press is actually far less powerful than it likes to think. If the press was as powerful as it likes to think it is, quite obviously we would never have had a Labor government in Australia in any shape or form. We don't get them very often, but we do occasionally.

The press at election times goes ape, and this is when the multi-millionaires do decide they are going to exercise their control. But elections are not won and lost in the six weeks between the time an election is announced and the time that people go and vote. It is won and lost over a period of years. On the whole, although there are exceptions, and I'll come back to one illustration in a moment, between elections the press is reasonably responsible in its news pages. It is totally irresponsible in its editorials, but that is all right because nobody reads editorials except the people who write them.

There are times when the press mounts a long and concentrated campaign in one direction or another and in these cases it probably has some effect, though I think, still, probably less than it would like to think. The two most obvious examples in recent times were both performed by the Murdoch press (News Limited) in 1972 and 1975. In 1972, Rupert Murdoch, to the consternation of the conservative parties of this country, came out and in so many words virtually had his papers urging a Labor vote. The Labor Party thought this was Christmas. The Labor Party as usual was wrong, because what Murdoch was, in fact, doing was not urging a Labor vote at all, he was telling everyone that he hated Billy McMahon, which is a slightly different thing. After 1972, when Gough Whitlam failed to make Murdoch High Commissioner to Great Britain, he decided that he hated Whitlam more than he hated McMahon. He did not, however, decide that he loved Malcolm Fraser, as Malcolm Fraser is now beginning to find out. Murdoch is not a king maker, he is a king breaker.

In both 1972 and 1975 the Murdoch press was, to put it charitably, quite rabid in the way it went about its politics. The news pages became editorial pages, news was deliberately suppressed, people were instructed to write stories with a specific slant, instructions were given to the staff that if it was a story say in 1975 about Whitlam, they did not want to know about it unless it turned out that Whitlam had been molesting children in Martin Place. It was that sort of paper. And I suppose it had some effect. But let's face it, in 1972, Labor would probably have won the election without Murdoch's support. In 1975 Malcolm Fraser would unquestionably have won the election without Murdoch's support. The press does not really affect politics in the way it likes to think it does. Even, as I say, the very long campaigns are not as effective as the proprietors would like them to be, and there are very few long campaigns in the Australian press. The reason for this is quite simply that the readers would get sick of them and stop buying the papers. And remember that the proprietors are in there essentially to sell papers.

The press, however, does have a political influence, although it is a much more indirect influence and, in a sense, a much more undemocratic one than it would be even if the proprietors were openly campaigning through their media outlets. The reason for this is that politicians, even the best of them, and I must say that there are some good politicians in spite of the normal social view of them in Australia which puts them slightly below rapists and only slightly above journalists in the general scale of virtue, even the best of them are absolutely paranoic when it comes to the media. A politician gets terrified if his name appears in a paper or on television in a derogatory context. The fact is, of course, that 99% of the population will not take the slightest notice of it and the ones that do will say "Oh, it's that awful paper knocking our friend!" That makes no difference at all - the politician gets absolutely mad with fear at the idea of being described in any but the most glowing terms in the public print.

Now this means that very often the newspapers do not have to wage campaigns, which would be ineffective anyway. They just go and drop a word in the politician's ear, and this applies not only to politicians, to a lesser degree it applies to power-brokers throughout the community. The press at one level or another can simply drop a word in the politician's ear and things get done. The point about this is that it is not always the proprietor who does the dropping. The proprietor very often knows nothing about it at all. It may be the editor, it may be a political journalist, it may be a journalist at quite a junior level. I know decisions, from my own experience in Canberra over the last nine years, which have been changed because a quite junior reporter got on to a cabinet minister and said "Hey, you're doing the wrong thing here!" It was as simple as that. The cabinet minister immediately, through the paranoia that is inherent in cabinet ministers, decided that if he did make that particular decision, the entire weight of the media would come thundering down on him. It wouldn't, of course, and it wouldn't have mattered if it had, but this unfortunately is the way things are done.

This is, of course, a highly undemocratic means of decision-making, in that the public has no clue at all that it is going on. It is not the press influencing the electorate to influence the political future of the country, the electorate is cut out altogether. The press goes straight to the political future of the country. It is very bad and it is very worrying and I haven't got a clue what we can do about it.

The next, and probably the last, thing I want to say is how decisions are made in newspapers. I have mentioned that in the Murdoch press during the 1972 and 1975 campaigns there was very overt managerial and proprietorial interference on the editorial side of the paper. This is an exception and a fairly rare exception in the Australian media at least. I know it is generally thought that those ogres, the proprietors, are up there censoring the news, instructing the journalists what to write, cutting out the things they don't like and so on.

This is simply not true. What does happen is something rather more insidious. What happens, at the lowest level, is that a reporter has a look at a story and thinks "Oh dear, no, I'm not too sure about that, the executive manager probably wouldn't like it." If he does decide to take it further it goes to the executive manager who has a look at it and says "Oh, I'm not too sure about that, the proprietor mightn't like it." Again, in 99.9 cases out of 100 the proprietor could not care less. The proprietor is not suddenly going to turn around and rampage through the paper because the odd story appears that is unkind to one of his friends or principles. He probably does not even read his publications most of the time.

But this sort of covert censorship, this self-censorship is endemic in

Australian newspapers and the press in general. One reason for it is the fact that, although as I say in some ways we have too many mass media outlets in Australia for any of them to be really good, we still have too few employers. There is a black list among newspaper proprietors; for instance, if you resign noisily from the Fairfax organisation, your file is automatically marked 'Not to be re-employed'. That means you can go once around the traps, around the four employers. Once you have been around the traps, which you usually do at a fairly early age, because the only way to get a promotion is to resign and go somewhere else, you are then stuck. This does tend to encourage a quite understandable gutlessness in the working level of Australian journalism.

This gutlessness is also quite frequently blamed on Australia's censorship laws and also on Australia's defamation laws. I think, again, that this is a common misapprehension. Australia's defamation laws are pretty tough by world standards. They are certainly a lot tougher than either those in the United States or in Britain. They are not all that tough though, and there are ways of getting around them if you have anything important and reasonably in the public interest that you want to publish. The question in Australian newspapers is never whether something is defamatory, almost by definition, if you mention somebody in a derogatory context in Australia, it is defamatory. The question is whether the idiot will sue you or not. The major rule in Australian journalism, and political journalism in particular, is never, never, defame a politician who is on the edge of retirement. The Australian defamation laws are known in the trade as the politician's retirement benefit fund. On the whole, not a lot of public figures will sue if you get your facts right. A lot of them will put a writ on, what is called a stop-writ, but they never intend to proceed with it in court. However, Australian newspapers do tend to use the defamation laws as an excuse for being bland, safe, uncontroversial and avoiding stories which in most other countries should be and would be printed.

The Australian press is certainly not a model for the world, but what is the alternative to what we have? I don't like the idea of fully publicly owned media, which is potentially more dangerous, more subject to government control. The A.B.C., while it has been reasonably informative over the years, has never had a reputation for being particularly daring or for breaking new stories or even going out after new stories. One cannot always blame them - management in the A.B.C. at public service level, like all public servants, is very conservative and insists on playing things as safe as possible. One thing you could say about a publicly-owned newspaper is that it would be dull. We already have enough dull newspapers in Australia and we do not need any more.

The other alternative is what is called the co-operatively owned newspaper which is owned and run by the staff. The best known example of such a newspaper is *Le Monde* in Paris, which is a co-operative. It is not a very good newspaper and it has untold troubles because the staff who run it fight all the time between themselves for fairly illogical reasons, much as happens in many community-based radio stations in Australia. *Le Monde* is also one of the worst employers in the world if you are not part of the co-operative. You are expected to work 14 hours a day for nothing. As a working journalist I do not find that proposition particularly attractive.

As far as I am concerned we are stuck with the private media in Australia. They are not very good, because they cannot afford to be. They tend to be megalomaniac, although they do not have the electoral power that they think they have. They do have a certain amount of covert power, which they exercise quite ruthlessly and quite wrongly in my view. And they do not, on the whole, perform many of the public services which they should, not so much for ideological reasons but out of sheer laziness.

O.K., what do we do about it?

Discussion:

Q. To start off with a nice safe thing, how much effect do letters to the editor have?

MacCallum: None. Letters to the editor are a device for filling the page and not having to pay for the copy. Certainly people read them, they are probably the best-read section of a newspaper, but they have no effect at all on management. Management does worry if letters to the editor don't come in, because much more than circulation figures, which tend to be bodgie, letters to the editor are a very reliable indicator of the way the paper is going. If letters to the editor start falling off, you can be sure that in a few weeks circulation will start falling off too. But in terms of affecting management decisions they do not have any effect at all.

Q. When Sir Mark Oliphant opened this conference only a small part of his address, about child pornography, was reported. How can one ensure responsible reporting on any event?

MacCallum: The point is, what is an event? An event is something that interests a fairly large number of people, if you're talking about the mass media. Frankly, people are more interested in pornography than they are in library association conferences. It's one of those facts of life. If a public figure makes a public speech, what is considered to be the most controversial or most exciting thing he says, tends to be the thing that gets reported. On the other hand, with a conference of this kind you can very often get some sort of reasonable feature coverage in the feature pages, separately from news. To be quite frank, conferences of this kind just aren't news in the sense that Australian media talk about news. Newspapers are understaffed - I doubt if the Adelaide *Advertiser* could afford to put a reporter in this conference for three or four days in the hope that he might come up with a small feature. And it is only a hope. With due respect, most of your speakers are not world-renowned public figures who are going to be worth reporting. I mean, nobody cares what I say!

Q. You have mentioned bias in Australian newspapers. We are very concerned that our students only get one side of the story.

MacCallum: Bias in Australian newspapers. As I said at the beginning, the Australian press is capitalist. But the bias tends to be much more unconscious through the process of leaving things out, which I described earlier, where they are left out at a working journalist's level or editorial level rather than bias that is dictated from the top.

When you are talking about a world story, there is something I should have said earlier and which I will say now. That is the effect of the agency system on the Australian press. Most people do not know the enormous influence of any agency like Australian Associated Press here, or United Press International in terms of the news that comes into Australia. All Australian daily newspapers now, without any exception, take to a greater or lesser extent the AAP wire service and they all take the AAP coverage of Federal Parliament, for instance. Nobody has their own daily cover. They have their own man writing the major political story of the day, but they do not have anyone in parliament actually listening to what is going on through the day. They leave that to AAP. AAP is expanding rapidly, they are into things like conferences such as this one, parliamentary committees, shipping news, public service publications, reports of statutory authorities to parliament, etc., etc. The Australian press finds it much cheaper simply to take the AAP cover in all these cases, or in many of these cases. The AAP cover is not only usually not very good, because the AAP people realise they are covering for everybody, they cannot go after a particular story, they have to suit a whole range of publications, but it does mean that the story you get in the Adelaide

Advertiser is exactly the same as the one you get in the Melbourne *Age*, the Sydney *Morning Herald* and so on. This is a disturbing trend.

We also get the same sort of thing with overseas news. Everyone in Australia takes UPI and everyone takes AAP's overseas Reuters service. Again, there is only one version of any event, which is appearing in all the Australian media, perhaps changed slightly by the sub-editors. This is a worrying trend and it is a trend that has come up largely because of the smallness of the market in Australia.

Newspapers in Australia do not make very much money, in fact they make very little. Television makes a lot of money, which is why newspaper owners are mad keen to get a slice of the television stations as well. In fact, to some extent television subsidises the newspapers, because the profit level of most Australian newspapers would be quite unacceptable in terms of the amount of capital invested.

Q. Do you think courses of study in schools on the mass media will have the effect of making people more critical of what they see and read?

MacCallum: I'd like to think so. Again, it's very difficult to answer that sort of question because there just has not been enough work done on it. I don't know how much newspapers in particular influence the way people think, or how much of them people really read, or actually take in and remember of what they read. I don't think anybody knows that.

One very interesting statistic, and one of the few reasonably reliable ones, came out of a survey which the University of N.S.W. Sociology Department did a couple of years ago, when people were asked whether they believed what they: (a) read in the newspapers; (b) heard on radio; (c) saw and heard on television. 18% of people said they believed what they read in the newspapers, around 30% said they believed what they heard on radio; and 60% said they believed what they saw and heard on television.

In other words if I write a story for a newspaper, just a straight factual story with no comment in it at all, virtually nobody, less than one person in five, is going to believe me. If I get in front of a microphone and read that story out, more than twice as many people are going to believe me. If I get in front of a television camera and read that story out, nearly everyone is going to believe me. Why?

Q. Would you like to comment on the parochialism of Australian newspapers and is there a newspaper in Australia which gives a national or international perspective?

MacCallum: First, why the press covers so little overseas news. The answer is one of economics. Most Australian papers simply cannot afford to keep a wide range of foreign correspondents on permanent station. I think about eight or nine organisations have their own correspondents in the U.S.A., four or five in London, a couple in Brussels, one in Tokyo, one in Peking and that's about it.

The treatment of foreign news in the paper depends on the individual newspaper. Some carry some foreign news on the front page, but one reason for 'burying' it inside the paper is a technical one. Some pages have to be put away before others, in terms of producing a newspaper, and if you have got the UPI service coming in on the wire you can easily fill the foreign news page and just get it out of the way. It is an early page. And then if you get a good late-breaking foreign story you put it on page one.

The parochialism criticism of Australian newspapers. I agree, it is very hard to find out from Sydney newspapers anything that is happening in Perth. The exception to that, of course, is that Queensland news gets published everywhere.

There are two reasons for this and they are interlocked. One is that it is simply a sad but true fact, as editorials like to begin, that most Australians are not greatly interested in what happens outside their own immediate surroundings. In Sydney people are much more interested in what happens in Sydney than they are in what happens in Perth. The other reason is an advertising reason. Most newspaper advertising is retail advertising, which means it is local advertising and local advertisers like a large local content.

Q. How did the journalists react to managerial interference and direction in the election campaigns of 1972 and 1975?

MacCallum: In 1972 they sat back and copped it. In 1975 a lot of them went out on strike and were promptly dismissed.

Q. How did the 1975 campaign affect the *Australian's* circulation?

MacCallum: The *Australian* is now selling less than 100,000 a day nationally and is making a huge loss, I am pleased to be able to report. Labor voters deserted it in droves after 1975 and on the whole they have stayed away. But the effects on the *Australian* have been much more serious that that, because even given the current economic climate, Murdoch is finding it very difficult to get good people to work for him. There are still a few reasonable people on the staff, but certainly there is nobody top-class left now, they all left and found other jobs. Top-class journalists, although there are exceptions, usually enjoy a fair degree of freedom of movement and Murdoch has found it hard to retain or attract them, not so much because of his politics but because of that overt dictatorial interference in editorial policy. This means, of course, that the quality of the paper, quite apart from its politics, has continued to deteriorate, which means that the readership has continued to decline.

Q. What about the *Australian's* present preoccupation with the tax revolt?

MacCallum: It's a bandwagon. Murdoch read about Proposition 13 in California and Tim Hewat tried to translate it into the *Australian*. It's quite mindless and quite immoral and Murdoch apparently thought it would capitalise on the prevailing spirit of selfishness as exemplified by the 1977 election results.

Q. Do you think that the Press Council has any value?

MacCallum: The Press Council is a 'voluntary' body which is composed of representatives of the proprietors, the unions, the community, which investigates complaints made against newspapers on the grounds of invasion of privacy, outrageous distortion of fact, or refusal of right of reply. Its decisions are usually reported, although not terribly prominently, in the papers they affect. I think it has done some good, the mere existence of it has done some good. But it is rather worrying that many people think the Press Council is a cure-all, that now we have the Press Council we do not have to worry too much about what goes in the papers, or making laws governing the content of papers. Obviously this is an attitude that the proprietors are encouraging. I suppose it is better than nothing.

Q. Following on from that, what are your views on self-regulation in radio and television?

MacCallum: Much the same. I think it is an excuse when you have a Tribunal which says it is imposing standards and expects people to live up to them. I don't think this has had any effect on standards on television. It's one of those things like ethics in the advertising industry, which thinks ethics is a county in England. Obviously the radio and television industry cannot be trusted to regulate themselves. Freedom of the press is such a catch-cry, that any move against is sure to generate a sustained campaign in the media. The other thing, of course, is how do you regulate the press - what sort of penalties you impose, how you enforce them, who sets the standards, who judges whether the standards have been obeyed? The only way to bring about real improvements in the press is to educate people to want something better and only buy something better. This is, of course, very difficult to achieve when people do have so much pressure on them to go for the sensational, go for the cheap, go for the big picture.

Q. What do you think of the Federal government's strategy of leaking information to the press and then using the feedback to gauge reaction and to determine policy?

MacCallum: Yes, these controlled government leaks to the press, to fly a kite and see what the public thinks. It's not new, it's been going on for a long time. Admittedly Malcolm Fraser has elevated it to the status of an art form.

One of the most pernicious things about the relationship between politicians and the press has always been the use of what are called background briefings or off-the-record briefings. This is a system whereby a minister, or a politician of any kind, but usually a minister, calls some journalists to his office and says "Now look, you can't quote any of this, you can't say it came from me, but I'm going to tell you a couple of things you might like to use in a story". The press has always accepted this. I don't know why. I think it's another example of laziness and gutlessness. I have always refused to go to the background briefings, even when I was on the *Australian*. What I did was find someone who had been, have a beer with them, and then quote it and attribute it to the minister who gave the background briefing because I didn't feel I was bound not to.

It is certainly true that the non-attributable system has been becoming more and more part of the Australian political system and that is certainly something that people should be aware of and which should be part of any course of study of the media. Whenever you see words like 'It is understood, that ...' or 'Government sources say ...', you can be sure that there has been a background briefing, organised by the minister who is going to get most benefit from the story.

Q. Would you care to comment on the views of the press towards the A.L.P.? Is the press the cause of the A.L.P.'s problems?

MacCallum: The A.L.P. sees the press in a very paranoid way, just as all politicians do. The A.L.P. has an impossible problem and I am back to where I started. The filthy capitalist press *is* a capitalist press. It is just not going to go around urging changes in society. The press does not want society changed.

So the press is in general anti-Labor, and particularly at election time. But, as I also said earlier, I do not think that the press has that much direct political influence. It is a very easy solution for the Labor Party to blame everything on the press. Even if it were true that all the Labor Party's problems were caused by the press, which of course it isn't, all that would prove is that the Australian Labor Party is going to have immense problems and there is no way that they can change that.

On the whole, with the exception of 1975, the Australian press between elections, and in its news columns even during elections, has been pretty reasonable, probably more reasonable than you could expect, given the sort of people who run it. The editorials have always taken a pro-Liberal line, but I don't think that matters as no-one reads editorials.

Q. How hard is it to make a living as a free-lance journalist?

MacCallum: How much weight do I look as though I'm carrying? It is very hard to make a living as a free-lance journalist and it is certainly not something I would advise anybody to do who is entering journalism for the first time. If you have been there for a while you have built up contacts who will buy your stuff. I have been free-lancing since June and I suppose I am making, before tax, about $250 a week, which is a bit better than average weekly earnings, but is about a quarter of what a top journalist on a major daily makes. It is also not enough to keep three wives and four children.

INFORMATION RETRIEVAL IN THE SCHOOL LIBRARY

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DAGMAR SCHMIDMAIER

More Resourcefulness Needed

The theme of this conference - "Being Resourceful" - is appropriate for the school librarian who has had to survive in a somewhat underprivileged situation in the total education environment. The school librarian has, of necessity, shown that he/she is resourceful in order to carry out the tasks required. If one examines that most impressive list of tasks set out in *Education for School Librarianship*[1] and the statement prepared by the NSW Teachers' Federation, the first reaction must be one of incredulity at the expectation that these achievements should be found resident in a single body. Let us just examine the breakdown of these tasks into broad areas:

(a) Administration
(b) Curriculum development
(c) Teaching
(d) Librarianship i) services ii) processes

Resourcefulness has certainly been shown in some of these areas.

In the current literature, the emphasis has been on the role of the school librarian as a curriculum advisor, that is, as an integral part of the teaching team. Librarians see the library as central to the educational process in primary, secondary and tertiary education. Adoption of the terms 'Resource Centre' or 'Library Resource Centre' (LRC) highlight the library's central role in the school, both physically and educationally.

But do teachers see it this way? Perhaps librarians need to be more resourceful in the way they 'sell' their services. The objective of any information agency, LRC, community library or special library should be to fulfill the information needs of the community it serves, with emphasis on SERVICE - in this case the school population, students and teachers. The retrieval and dissemination of information is therefore the primary goal to be met. In order to achieve this goal, materials must be identified, acquired and processed. These tasks fall under (d) Librarianship ii) Processes. This area, generally referred to as technical services, is the area where school librarians need to exercise the resourcefulness they have displayed in other areas. 'Resourcefulness' in the Shorter Oxford is a "capability in adapting means to ends or in meeting difficulties". In my experience school librarians have displayed imagination and flair in the development of teaching programs for the LRC and in some of the services provided. However, this resourcefulness has been noticeable by its absence in the processing areas. In these areas there has been an emphasis on traditional methods, I suspect, in an attempt to acquire respectability in the eyes of the professional librarians. These traditional methods have been carried over into proposed computerised systems without question! It is not too late for school librarians to look behind and beyond all traditional processing systems before embarking on computerisation and appraise their suitability to meet the goals and objectives of the school library or LRC.

The Systems Approach

The systems approach in the broadest sense implies an awareness of the world around us, that is, an awareness of all other systems private or public with which we interact. It means that all of these systems interact and influence each other to greater or lesser degrees and influence all actions. If we take as our model the LRC within a particular school, we have immediately a complex interrelation of systems. The LRC itself comprises a number of sub-systems which consist of people, staff and users, materials, tasks, facilities. All of these components must work in together to form the whole so that the LRC will function effectively and meet its objectives.

However, the LRC must also interact effectively with the school as a whole and on broader levels with the education department, other educational institutions, the community, the suppliers of materials and so on.

The central role of the LRC as envisaged by librarians supports the systems approach, that is, the interaction of all components of the learning process within the school system. The success of the systems approach relies upon the recognition of movement and *change* in all systems. The LRC should respond to change and at times initiate change when certain stimuli are received from the interdependent systems, for example, changes in the curriculum, school administration, etc. Over the last decade, some of the most significant external stimuli experienced by information agencies have been from the telecommunications and computer industries.

In general the response of information agencies to these stimuli has been enthusiastic, showing a willingness and appreciation to use the technology to improve existing systems. However, the time for unrestrained enthusiasm is over. Computerisation of library procedures and processes has been well tried and there are sufficient guidelines (successes and failures) which indicate the suitability of automating certain library procedures. It is no longer a question of whether computerised library systems are feasible - they are not only feasible but essential and economically viable. The important factor is to establish, within each environment, which of the existing systems can benefit from automation. It is for this reason that school libraries should firstly look at their goals without being constrained by existing procedures. This is vital when planning automated systems.

The Computer Technology and the Library

We have all experienced some aspects of computerised library systems as a user, for example, in the area of circulation control there are now many university and public libraries which use a computer controlled light pen or wand system which 'reads' printed bar codes which identify the borrower and item borrowed. These systems are also widely used for stock control in the retail trade. Other computerised library applications that are now commonplace include cataloging and information retrieval systems.

Those libraries which are concerned with the control of a large volume of items have experimented with the computer for stock control - and for libraries and other information agencies the central file of a stock control system is the catalog. Traditionally, libraries have been able to afford only one copy of the catalog, and its format during the first half of the century has been predominantly the 5 x 3 card. The cost of creating and maintaining more than one copy of the card catalog has been prohibitive and therefore this one copy has been located in the public area and used by both the staff and users, a factor which has put severe limitations on staff access, particularly in large library systems. The use of the computer to create and maintain the catalog, frees us completely from traditional thinking about the catalog. It is now possible to think in terms of a central bibliographical file, a master file (in machine readable form) where all relevant items for a record are recorded - the data base concept!

A data base may be defined as a centralised collection of all information which is stored in a meaningful manner and may be used for one of more related applications. The data base concept implies:

- the use of a computer
- that information is stored *once* only
- that this information may be used for a number of different applications.

Furthermore, the physical location of the data base (and the computer) is not important because of the flexibility in the production of output, for example catalogs or listings. Access to the data base (catalog) can be via a terminal (on-line) or via hardcopy output, the latter in a variety of formats, microform or printed. Examples you will have seen include computer phototypeset catalogs and bibliographies, for example, ANB, public library catalogs or microfiche catalogs.

Some systems produce catalog cards but this format is one that will be too costly to support in the long term, in that the extensive manual task of interfiling the cards produced by the computer into the existing catalog, remains. Twentieth century technology has been used to produce a 19th century product.

Therefore, the data base concept frees us of the need to maintain a large number of single purpose files, e.g. an order file, an access file, catalog, shelf list, loan file, etc. In fact, the file maintenance becomes transparent to the librarian (i.e. invisible to the user) as it is stored and maintained by the computer.

The data base concept also means that the form of the output is the user's decision. This decision may now be made by taking the needs of the *users*, for example, primary school children, into account.

The catalog no longer has to serve primarily as a stock control file for the librarian because the flexibility of a machine readable file allows a tailor-made catalog to be produced, for example, for the primary school child, while a more detailed format may be produced for the librarian in the form of a shelf list. The production of specialised subject bibliographies may be produced to help in curriculum planning indicating in advance the resources available to support the program. The data base system provides a new approach to the retrieval and dissemination of information - it provides extreme flexibility by allowing a variety of outputs, for example, catalogs, listings, etc., and frees the librarian of a significant proportion of para professional work. I believe these developments will be really significant when schools begin to function in regional networks. In New South Wales we already have any number of voluntary groups co-operating at the regional level and it is only a small step to look at this on a larger scale.

Problem of Library Traditions

The introduction of computerised systems for bibliographical control means *change* and I would urge school librarians to take this opportunity to appraise their existing procedures, to question very closely their objectives. Given the objective of the LRC is to retrieve and disseminate information in the most effective way, how is this best achieved? Traditional methods of bibliographical control, based on standards developed for large research libraries, have been the model accepted by school librarians. Attempts to apply the standard cataloging codes and classifications, albeit with modifications, have been, in my opinion, the greatest obstacle to progress and the use of that resourcefulness so adequately displayed by school librarians in other areas.

There are certain standard axioms based on library traditions that are put forward time and time again, apparently without evaluating their suitability for the school library - such axioms as all materials should be housed centrally; all items must be stored on shelves; all items must be cataloged; all catalogs should be made on cards; accession registers must be maintained; students must be taught the mysteries of the catalog; etc. etc. etc. It is not until all of these supposedly inviolate assumptions have been questioned and evaluated that any real development can take place. The standards, rules and codes that we use today in 1978 for bibliographical control are based on philosophies developed at the turn of the century and are based on the premise that libraries are concerned first and foremost with things bibliographic. As far as school libraries are concerned, this is not true.

In Australia we have followed developments in the United States. There the Library of Congress has had an enormous influence on things bibliographic through its distribution of printed cards which began in 1911. Since that time, there has been a 'revolution' in the volume of information produced and the number of people using and needing information. Librarianship has pursued the philosophy of one code, one classification, one catalog for all users. This is obviously untenable in 1978 - how can we have one bibliographic code which will meet the needs of a child, scientist, layman, librarian?

The makers of codes have not and perhaps cannot look behind and beyond all those basic axioms mentioned.

Revised editions of codes and other standards are constrained by existing practice and by vested interests and are not concerned with meeting needs of the 1980's.

In his 1967 review of *Anglo-American Cataloging Rules*, Jolley provided what was to be the 'final comment':

> "The new code has been a little too long in arriving. In the period since libraries first began to discuss catalog revision the rest of the world has developed, not merely the hydrogen bomb and space travel, but the computer."[2]

Jolley comments on different types of users and the changes in the needs of users, stressing that we are now in the era of the subject approach. However, the codes still emphasise the traditional author/title approach, based on principles of bibliography and the scholarly librarian. And a new edition of the AACR code is expected to appear by 1980!

Service Orientation

A professional ethic that is still widely held and practised is that users must be encouraged to find their own material and that those librarians who provide service are accused of 'spoon feeding'! It seems to me that school libraries have a problem here because they have a role in teaching information or research skills on the one hand and a role to provide information on the other.

I believe that libraries should be service oriented and that the non-acceptance of this by librarians will result in their demise. One only has to consider the mushrooming of alternative information centres who *process information* instead of simply supplying raw data. In our society today information is the fastest growing industry and the acceptance of payment for information is with us now - not something of the future. This will have significant implications on library services. School libraries need to accept this concept and come to terms with the fact that school libraries in their present form may not resemble in any way information centres that students will use in later life. It is also necessary that librarians get over the idea that users should or wish to know the idiosyncracies of the card catalog, or are going to spend hours or days searching for information in this same card catalog.

What should be taught is research skills and not 'library skills' because I am still hopeful that with the aid of technology we will be able to provide user-oriented systems as opposed to library-oriented or closed systems. Traditional library systems fall into the latter category and are systems for the initiated.

Computers and School Libraries = Information Retrieval

School libraries are on the verge of computerised cataloging systems and, because of the nature of collections and the goals and objectives of the school library, I believe this will result in networks developing on a regional basis. The momentum and interest is at this level and should be encouraged.

To date there has been insufficient investigation into the objectives of catalogs and methods of information retrieval in school libraries. Computerised library systems have been here long enough for those involved in the school library to stop and evaluate the implications, to investigate alternative methods, to free themselves from traditional thinking and ask what would be best, rather than simply transferring existing systems to the computer. L. Jolley stated that the "whole intellectual structure of our cataloging process will be radically changed".[3] This has not happened yet. Perhaps the school library could take up the challenge? One of the vocal University Librarians in N.S.W. has stated often that the national bibliographic systems, that is those designed primarily to meet the bibliographic needs of University libraries, should not be cluttered up with school libraries. However, from the school libraries' point of view the reverse is true - why should school library files be cluttered up with bibliographic details that will never be used? None of the systems available in Australia has been designed for school library needs. History repeats itself, and we see that systems developed for the big libraries, universities, state, etc. have been adopted by school libraries; systems which have different goals and objectives, which emphasise the benefits of resource sharing to the universities; systems concerned with detailed bibliographic records using standards such as DDC 18, Library of Congress Subject Headings and Name Headings, all of which have little relevance for the school library problem. What are the existing sources of copy cataloging that are suitable for the school library? What is the use of a MARC record to a school library, given that in the majority of cases the level of bibliographic detail, the subject heading and the classification number are inappropriate? *What is the purpose of combining the traditional school library catalog and the computer?*

With computer cataloging systems it is fashionable to discuss certain goals such as resource sharing. However, the objectives by which this may be achieved will vary depending on the interpretation of 'resource sharing'. The school library should translate its goals into specific objectives that can be achieved within a specified time. If resource sharing is the goal, what are the objectives for school libraries? There are no easy answers and there will be different objectives defined in each state. The needs will be worked out at the regional and local level, because that is where it is all happening and that is why developments occurring at the regional level concurrently with the national level should be encouraged. Resource sharing at the regional level might be in terms of providing a centralised information retrieval (cataloging) service with a copy of the union catalog for all libraries in the region, thereby reducing the need for individual catalogs. It might extend to the concept of inter-library loan where the curriculum of participating schools is structured to allow for meaningful sharing of physical resources. It could also encompass centralised purchasing of expensive items, for example, films. There are no limits to the development of schemes at this level.

School librarians discuss the concept of the omnimedia catalog at length, but these discussions have been limited to 'substantial' items, that is, those items that are traditionally cataloged. I would like to suggest the development of an information retrieval system with emphasis on provision of access to information irrespective of form, rather than the development of a system concerned with traditional bibliographic concepts. In this respect, school libraries have a lot in common with special libraries.

Regional centres should be encouraged to be flexible and experiment with the services and systems available. Society today is emphasising decentralisation and recognising the need for people to participate in decisions affecting their profession. A tiered structure is suggested because of the variety of needs that must be met by such a system. Obviously the details of such a system will take some time to determine and will vary from state to state, but it could basically consist of three tiers:

a) national, to carry out long term planning and provide a national bibliographic data base for school libraries;

b) state, to co-ordinate the operations of regional centres, provide leadership, planning and education; and

c) regional, to provide and maintain operational systems.

This division would meet the major requirements, administratively, bibliographically and technically. At the national level responsibility would be bibliographical and technical; at the state level, administrative and bibliographical; and at the regional level, technical and bibliographical.

School libraries are in a unique position to plan their development and step confidently into the post-industrial society and its technology. There are no major operational computerised systems in any of the states which represent a vested interest which must be taken into account in any proposed development. Each state has a bureaucracy which can provide the administrative framework for such a system, at both state and regional levels. It is to be hoped that the required planning will be done before rather than after systems become operational.

Conclusion - The Challenge

1. The technology has only begun to influence the school library - stop and evaluate before there are operational systems to contend with.

2. We have more technology available to us than we know how to use effectively.

3. School libraries are where other libraries were approximately ten years ago re computerisation. This is a unique opportunity to learn from their experience.

4. The quest for professional respectability has inhibited development in the past; do not carry this over into automation.

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EDUCATIONAL TECHNOLOGY: BACK TO SQUARE ONE

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From Visual Aids to Visual Thinking

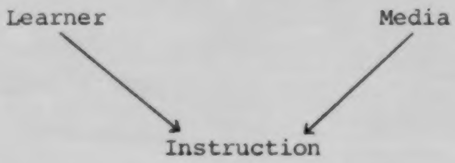
The field of Educational Technology has undergone a series of name changes over the past 20 years. Each of these names has, to a certain extent, reflected the availability of new equipment and materials for the teacher. Some of the familiar names with associated dominant media are listed below:

"Visual Aids"	- lantern slides - 16mm films
"Audio-Visual Education"	- 35mm slides - tape recorders - overhead projectors
"Educational Media"	- radio and television - videotape recorders
"Educational Technology" (and "Instructional Technology", "Instructional Systems", "Instructional Development", etc.)	- programmed learning - teaching machines - systems approaches to instruction - computer assisted instruction

The changes have not, of course, been anywhere near as simple, straightforward and automatic as this list might suggest. Some institutions or organisations have retained one of the earlier names while being quite progressive and innovative in their application of the media. Others have adopted a newer name but retained older methods. There has been a temptation to estimate status in Educational Technology by measuring the sophistication of communication media employed.

Yet there would be almost universal agreement among professional educational technologists that their realm is broader than communication hardware and deeper than production and use of software to accompany that hardware. Typical of recent descriptions of the field is the definition proposed by the Australian Society of Educational Technology (1977) which regards Educational Technology as "the design, development, application and evaluation of materials, methods and systems to improve human learning". As Educational Technology has evolved, the processes of design and evaluation have assumed roles of increasing importance.

Analysing the characteristics of media and selecting the most appropriate communication medium is part of this design, but so is an analysis of the learner's characteristics and the theories which describe his learning. Gagné says, "putting ideas together from these two domains of knowledge (Learning Technology and Media) can yield some techniques and procedures of instruction which should make the process of learning an optimally effective one". Instruction can be based on knowledge of the learner and on knowledge of media.



Much has been written in educational technology literature about media. Rather less has been said about the learner. Some of the obvious learner characteristics which may influence the effectiveness of instruction are: age; intelligence; language skills; personality; socio-economic background; attitudes and interests. However, there are other less obvious, more elusive learner characteristics than these - and one of them is mental imagery, while another is visual education. Perhaps we would do well to return to the original reason for visual aids - extension of the sense channels through which we receive information. Perhaps we should consider more closely some of the internal sensory and brain functions of the learner. The remainder of this paper will examine the significance of mental imagery and visual education, not only to the educational technologist, but also to the classroom teacher, librarian and anyone else who is determined to make the most effective use of resources within the learner as well as the more obvious external forces. Mental Imagery will be examined by looking at recent research findings in the area. The significance of Visual Education will be underlined by describing a current curriculum development project which is attempting to give classroom teachers and students some of the necessary skills to employ more effective visual thinking in solving problems and learning.

Mental Imagery

A good place to begin in defining imagery is with Sir Francis Galton, who initiated the modern interest in imagery. Galton (1822-1911) was a cousin of Charles Darwin, interested in the idea that talents may be inherited. He observed that one intellectual talent involves the ability to visualise things mentally. He also noted that this talent differs greatly from individual to individual. Some persons have a visual memory so clear and sharp as to present mental pictures that may be scrutinised with nearly as much ease and prolonged attention as if they were real objects. Other individuals claim no ability to image things. The essential points of Galton's observations are: first, imagery involves the use of 'pictures in the head'; secondly, these pictures are, in part, derived from visual memory; and thirdly, there are great differences between individuals in the ability to use imagery (Galton, 1883).

Unfortunately, the notion that mental imagery is of relatively minor importance in human thought processes emerged with the rise of behavioural psychology and has been paralleled by neglect of the topic by psychologists for much of this century (Holt, 1964).

In the 1940's and 1950's, a number of isolated but very interesting investigations took place. Perhaps the most significant of these was the classic study described by Walter (1953) in his book, *The Living Brain*, which attempted to establish a relationship between habitual modes of thinking and electrophysiological responses of the brain. Visual imagery appeared to be associated with suppression of alpha activity as evidenced in an electroencephalogram. Subsequent studies have indicated that alpha suppression can sometimes, but not always, be taken as an indicator of mental imagery, since it can be influenced by other internal and external events.

Holt's important paper, *Imagery: The return of the ostracised* (1964), described the reawakening of interest in mental imagery and made a strong plea for research involvement in the area. Since that time, the importance of systematic inquiry in the study of mental imagery has been firmly established and hundreds of articles and several books on the subject have appeared from authors with varied professional backgrounds (e.g. Paivio, 1971; Richardson, 1969; Sheehan, 1972).

The past decade has witnessed a renewal of interest in mental imagery as a complement to the verbal processes of thought. Atwood (1971) has proposed a "dual coding theory for information processing in which the brain analyses, stores and retrieves information in separate visual and verbal systems". Paivio (1971) has supervised an extensive series of studies which have investigated the relationship between mental imagery and verbal learning.

Meanwhile, a separate line of investigation (e.g. Gazzaniga, 1970) has suggested that the dual processes - imagery and verbal thought - may be localised in different areas of the cortex of the human brain. The left and right cerebral hemispheres are normally connected by a large bundle of fibres, the corpus callosum, which allows immediate interchange of information between the two halves of the cortex. Epileptic patients, who have had the corpus callosum severed to combat seizures, exhibit behaviour which suggests that the left hemisphere is specialised for verbal processes, while the right hemisphere is specialised for non-verbal processes such as spatial thought, pattern recognition and the formation of mental images. This lateralisation of brain function, or 'split brain theory', has been supported by studies involving patients with tumors or accidental brain damage.

The ancient Greek philosophers, with their memory feats, showed quite clearly that it is possible to use mental imagery in the performance of tasks without worrying about resolving all the questions concerning its nature. Paivio (1971) has shown clearly that the deliberate use of imagery mnemonics can function as a powerful mediator for learning and memory. Other studies (Ernest, 1977) have shown that imagery vividness is related to memory for words and pictures.

Empirical evidence is growing to support the notion that mental imagery can play an important role in the problem-solving process (e.g. Ernest, 1977). Anecdotal evidence supporting the role of imagery in problem-solving has, of course, existed for a long time. Examples of this are: the discovery of the molecular structure of the chemical benzene by Kekulé (Koestler, 1964); the formulation of the theory of relativity by Einstein (Ghiselin, 1952); the discovery of penicillin by Fleming (Koestler, 1964); and the building of a model of the DNA molecule by Watson, Crick and Wilkins (Watson, 1968).

So far as the literary creative process is concerned, some interesting anecdotal observations about the role of mental imagery have been recorded. Robert Louis Stevenson's *Dr Jekyll and Mr Hyde* was inspired by a dream. Mary Shelley's *Frankenstein* was written in response to a vivid hypnagogic imagery experience (McKellar, 1975). Enid Blyton made deliberate use of mental imagery in writing her children's books (Stoney, 1974). Australian author, Colin Thiele, has also reported his use of mental imagery as he writes (Hutton, Lescohier and Frauenfelder, 1977).

Another functional application of mental imagery has been called "covert modelling" (Cautela, 1977). This involves the learning of new behaviours or altering of existing behaviours by rehearsing, in the mind, the intended behaviours and consequences. This mental practice has implications for sports training and for therapeutic work with the mentally and physically handicapped. It may also have much wider implications for general education.

If mental imagery is to be used more effectively as an educational resource and if our knowledge of mental imagery is to be used as a guide in designing instructional materials, then we need to continue to address ourselves to a number of very important questions. How extensive are individual differences in imagery ability? What methods are most useful for assessing mental imagery? What are the most effective techniques for improving imagery? How can we match imagery strategies to problem solving tasks? Are there situations when mental imagery should be discouraged? How can imagery be integrated with verbal processes?

Visual Education

Closely associated with the concept of mental imagery is the notion of visual education of the learner (Arnheim, 1969; Hutton and Lescohier, 1977; McKim, 1972; Sless, 1977). The belief that individuals can be visually educated in a manner that will benefit general learning is one of the basic tenets of the Visual Education Curriculum Project, which is a research and development project centred at Salisbury College of Advanced Education, South Australia, and funded by the Curriculum Development Centre, Canberra. The Project, which will continue through 1978 and 1979, is being undertaken by a team of nine people, at Salisbury College, who are working with a growing number of teachers from pilot schools, principal education officers and subject consultants from the S.A. Education Department.

Visual Education is regarded by the Project team as a mode of learning. The team has chosen to define Visual Education by describing its functions and some of its constituent skills. In this way, Visual Education is explained by saying what it does.

> VISUAL EDUCATION emphasises *processes* rather than content. It implies the use of visual skills to enhance learning and, consequently, has relevance across the curriculum. Visual education is concerned with using pictures to learn rather than simply learning about pictures - seeing to learn rather than just learning to see.
>
> VISUAL EDUCATION includes such *visual skills* as: observing, drawing, and the making and interpreting of photographs and moving pictures - but it is more than the sum of these separate visual skills. A vital part of visual education is the way in which these separate skills interact.
>
> VISUAL EDUCATION stresses *practical communication* rather than self-expression.
>
> VISUAL EDUCATION complements *literacy* and *numeracy* - and is ideally integrated with these processes.
>
> VISUAL EDUCATION seeks to make the learner *conscious* of visual processes and *articulate* in using and discussing them.

The major goal of the Visual Education Curriculum Project is to design, develop and evaluate materials and training programs for teachers which will enhance the abilities of thinking and communicating visually. It has been assumed that certain skills may assist teachers and students in communicating visually to others and appraising visual communication from others.

Furthermore, it has been assumed that these skills can be improved. The following visual abilities are among those considered to be important.

1. *The ability to observe objects and to translate this visual information into pictorial form.*

   This includes drawing from observation (considering such features as proportion, shape, size, perspective and discriminatory detail). It also includes the use of a camera to accentuate or explain objects and ideas.

2. *The ability to interpret and use visual metaphors.*

   This includes the skill of recognising picture analogies (one thing shown to explain another) in cartoons, advertisements, photographs, film and television. A related skill is the creation of picture analogies, by drawing or photography, to explain and communicate.

3. *The ability to translate numerical and verbal information into pictures as well as the ability to translate pictorial information into numbers and words.*

   This includes recognising that numerical information can be translated into pictorial information by using such devices as graphs, histograms, pie charts and scattergrams. Also, it includes recognising that verbal information can frequently be translated into pictorial information with time-lines, maps, flow charts, Venn diagrams and sociograms. Project materials will focus on both the skill of translating verbal and numerical concepts into pictorial forms and also on the skill of 'reading' such pictorial forms.

4. *The ability to employ mental imagery in solving problems.*

   This includes the intentional use of visual imagery to solve problems which require manipulation of two-dimensional and three-dimensional images in the mind (e.g. matching images, rotating images, recognising patterns). It also includes the use of visual imagery to enhance the learning and memory of verbal concepts.

5. *The ability to search for and to evaluate the visual information in such media as television, film, books, magazines and newspapers.*

   This ability incorporates such skills as recognising and describing elements of a picture, making inferences from a picture, understanding and using elementary film language, and interpreting picture sequences.

Visual Education is not being presented as a separate subject for the school curriculum. Rather, it is intended that teachers from a wide variety of established disciplines (including Art, English Literature, Geography, Mathematics, Media Studies, Photography, Science and Screen Education) will be able to draw from a pool of Visual Education curriculum materials to reinforce or expand their own teaching programs.

The aims of the Project are being implemented by developing a range of Visual Education *units*. A unit is a set of materials and procedures aimed at classroom teachers and covering a reasonably discrete aspect of Visual Education. The discrete features of a unit enable it to be used as an entry point to the total Visual Education program. Each unit includes links to other units and consists of printed materials, in a loose-leaf binder, describing aims, rationale, current practice, strategies for solving problems and case studies. Sections may be supplemented by non-print materials such as videotapes, slides, photographs, overhead transparencies and charts.

The following list contains titles of units likely to be developed in 1978 and 1979:

- Learning through Drawing: Observation and Communication
- Learning from Photographs
- Learning by Making Photographs
- Learning through Mental Imagery
- Learning through Graphic Communication
- Learning through Picture Analogies
- Learning from Motion Pictures
- Learning by Making Motion Pictures

Concluding Remarks

Many of the current trends in mental imagery research and some of the specific topics being tackled in the Visual Education Curriculum Project are indicative of a growing concern for internal processes in the learner. In the past, some educational technologists may have been guilty of placing too much emphasis on the *equipment* of instruction while some librarians may have stressed the *materials* of instruction too strongly. We would do well to focus on changes and functions that occur *within* the learner.

By making the *process* rather than the content of education the prime concern, sensory and brain functions (such as perception, coding, storage and retrieval) become important considerations for the developer and manager of learning resources.

Our growing understanding of the learning process and the relationship between imagery and verbal processes could well guide the development and selection of instructional materials. Also, factors such as intuition, personality and learning style could well play increasingly important roles in the design and evaluation of learning resources in the future.

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DESIGNING RESOURCE - BASED LEARNING

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What and Why of Resource-Based Learning

Before we can start to get to grips with this topic we must ask ourselves what do we mean by it and why is it needed?

Throughout the world, there is evidence that society is changing, in some cases so fast and so rapidly that it is impossible to predict what information and knowledge an individual child will need to equip himself for the working world he will be entering when he leaves school.

It seems clear to me that children in schools today may have to face 'continuous education' as being the norm rather than for an academic few. The evidence suggests that young people entering a job for the first time will face the possibility of having to re-train, move into new skill areas, several times during their working lives.

The schools have the task to prepare students for this future and, as school librarians, we must ensure that we are giving our colleagues the right support, the appropriate resources, to enable them to respond to these demands.

R.W. Burns and G.D. Brooks, writing in *Curriculum Design in a Changing Society* listed 14 reasons for changing the traditional curricula of schools:

"1. We are living in a global society.

2. We are living in a rapidly changing world.

3. Our culture is experiencing an information explosion.

4. Present curricula are information oriented rather than process oriented.

5. There is a lack of relevancy between in-school education and out-of school life.

6. There is a prohibitive time-lag in education between the discovery of new techniques and the incorporation of these techniques into educational practice.

7. General education and core curricula are presently too survey oriented.

8. There are new technical innovations for which new curricular patterns can be designed.

9. Urban living, a decreasing emphasis on family structure, and the increasing mobility of the population demand greater individual responsibility.

10. There is an increased recognition of the needs of minority groups and minority group problems.

11. Our knowledge of what is true is constantly changing.

12. There is an increased understanding of how children learn.

13. The behavioural definition of learning products has revealed deficiencies in our present curricula.

14. Productivity has released men from the necessity of long labour."[1]

Nearer to my home base a Welsh Education Authority placed on record its agreement with this thinking. It noted five important tendencies in modern society that will influence curriculum development.

1. The declining demand for unskilled labour.

2. The greater expectation of life.

3. The rapid obsolescence of information.

4. The earlier physical and emotional maturing of the young.

5. Increasingly less distinction between the social roles of men and women.[2]

The implications inherent in these points are:

(1) a new curricula will be needed for the less gifted children;

(2) education must be life-long, accommodating personal renewal and re-equipment for changing employment; and

(3) the child must learn how to learn, ways of enquiry rather than collections of factual information.

It must be clear that the traditional classroom education cannot provide for the needs of the children passing through our hands now, never mind those passing through in the future. The skills that they will need, to face the complex world they will be working in, are very different from that provided by the education system of the past 10-20 years.

They will need to be active users of the variety of communication media available. The rapid growth of knowledge and the speeding up of the practical application of that knowledge, places more importance on the ability to discover and retrieve information, to organise and evaluate that information and to communicate it, rather than the ability to simply memorise.

Resource-based learning and the role of the school librarian is crucial to that development.

These trends in education have, as one of their main commitments, equality of opportunity for those performing below their chronological age, for the average and for the above average. We have to recognise that what constitutes opportunity for one pupil may not necessarily be so for another. A child who appears slow or even backward, when subjected to a verbal pattern of teaching, may become relatively a high-flyer if given the chance to learn visually. We need to attempt, at least, to cater for learning through all the senses. It is recognised that 75% of the absorption of knowledge occurs through the visual sense and only 10-15% through hearing.[3] That is where resource-based learning has a part to play.

Many educators and sociologists claim that much of today's social conflict has its roots in the school system, where young people feel no rewards, where they experience only failure, where they feel the learning environment is hostile and custodial.

The response needed for this situation is to provide challenging and motivating learning environments aimed at building in young people the confidence that they have the power to alter their own future. That they will have the skills to equip them for lifelong learning - information retrieval, communication, learning how to learn.

If these skills can be imparted by well designed programs of individualised study, then the teacher has more time to help the student to develop powers of critical thinking and evaluation of information.

Development of self-responsibility and self-direction are increasingly being recognised as important objectives for the school program.

The concept of social responsibility must penetrate every aspect of innovative educational programs if we are to overcome the present conflicts in society. This involves the individual's responsibility towards other persons in the school, the community, the nation. It involves understanding and accountability.

Comprehensive Education, which is the pattern now in operation in Britain, requires the integration of ability groups and social classes and the need for the individual to recognise his responsibility within this framework of integration.

Contemporary problems are not only becoming objects of study and discussion in the schools, but are becoming objects of action programs in the community. Active participation by the school in the community can bring better understanding of the responsibilities of citizenship and the importance of law and order.

As automation and re-structuring of labour provides more leisure time, schools must face the need to stimulate interests that will lead to productive and creative use of this time unless we want to find ourselves with even greater social problems.

Making the curriculum relevant to students does not mean giving way to anarchy, condoning violence, running a hippie colony or any other such thing as that, but it does mean things like:-

(a) discussing with students the realities of life as they see them - sex, hate, poverty, for example;

(b) helping students to find the balance between conformity and independence; and

(c) revitalising our studies so as to develop citizens who are able to cope with social problems which we have been unable to solve.

Resource-based learning can help us to achieve these changes and can take into account the findings of educational research. One of these findings which needs exploiting more is that only 5% of the population have special disabilities which make learning difficult for them. 95% of students could master most subjects if sufficient time and appropriate assistance were made available to them.[4] The implications here are that we must provide a range of approaches for students so that if a student has not understood a topic presented to him in print, we do not send him back to do it again with the same textbook which has led to his failure in the first place.

I think I can safely say that most teachers are on the look out for materials and equipment that will help them to teach more effectively and their pupils to learn more quickly and permanently. There is nothing radically new about the use of resources in the learning process except perhaps the range now available and the way that they are being applied.

Certainly in recent years, interest in the problem of resources has increased at several levels. There would appear to be two main reasons for this:-

First, technological developments, the revolution in communication media, have brought a great range of media into education giving the teacher a great deal more to choose from. The traditional resources - books, charts, pictures, etc., are more readily available; new and cheaper reprographic methods enable the teacher to produce a wider range of materials himself; in addition the variety of resources available has been considerably extended at a cost that makes them less of a luxury.

There are dangers that we must be aware of here. With this plethora of resources we must not forget to allow children access to the real thing. There is no point in showing pictures of items, recordings of the sounds they make and so on, when, with no more effort, we could allow these children to handle the real thing. Another danger, now that resources have become miniaturised and so much easier for anyone to use, is the spawning of multimedia kits. It is not now enough to have your words in a printed form, but we must have them recorded with visuals and a little 'realia' - the sea-shells in the plastic bag. If I want to present a topic to a class in this 'with it' approach, it is not enough for me to arrive in the classroom with my textbook, chalk and board-duster (even if the latter is only to hurl at miscreants in the class), now I must have what Leslie Ryder of the I.L.E.A. has termed a 'Resources Barrow'[5] trundling in with me so that I can arrange this galaxy of materials in space around the classroom to give the children access to them.

It requires, on the part of the teacher, an ability to plan, for I can no longer rely on divine inspiration to keep my lesson going - you know the feeling I expect - I am not sure what I am going to do with this class but as I sweep into the classroom with my new bundle of tricks, God will inspire me - well sometimes he does!

No! a wide use of resources requires a great deal of planning and, dare I say it, more than many teachers have been used to in the traditional mode.

The second main reason for the increase in interest in resources, is that curriculum changes and changes of organisation have presented new teaching situations for which the resources used in the past, or the way they were used, is often inadequate.

Perhaps, in order for us all to have a similar view of the kinds of resources that may be needed and a basis on which we can discuss their selection from among the great variety available, it would be helpful for me to show how I view their use and purpose.

There would appear to be three purposes that learning resources are designed to serve, which are closely interrelated in practice. In the first place, resources have always been used by teachers as aids to motivation, as devices to stimulate interest. Even in the most formal lesson, production of an object to illustrate a point transforms the level of attention of the class. Such aids are important in all lessons; they become vastly more important in a situation where we are trying to work from the interests of the pupils. If one accepts that the first task of the teacher is to stimulate interest in a subject, then where there is a mixture of ability, background and experience in the group of children you are teaching, it will be very difficult to do successfully without a variety of resources chosen for that purpose.

The classical way of using resources is as an aid to teaching. Either home-made or commercially prepared material mediated by the teacher, who hopes use of it will bring greater understanding of the subject to the students. The important point in this approach is that the student is not given access to the resource without the intervention of the teacher - talking it through, developing it and so on. The message of the aid is hopefully improved by the intervention of the teacher. But there are other ways of using resources, for the student to have access to the resource directly without the mediation of the teacher. We need to make available to the students a greater range of resources so that they can find a gateway into the subject through whichever medium gives them an opportunity to reach their full potential. As soon as you start to do that, you are making demands upon the learner. He is no longer passive in the process; he has to interpret, abstract and extrapolate from the resource. He may be there without the teacher and must have access to the resource and use it in such a way that what it contains becomes a part of his learning experience.

We need to beware that resources don't just overstimulate. Once the interest has been aroused, we need to feed it and this brings in the second purpose of resources - to aid and promote learning. We will need suitable resources which will enable each pupil to work at his own level, allowing the teacher to give help to more pupils who need it. Interest will be quickly lost if it is not fed by the right kind of resources - resources which will enable the able pupils to be stimulated into new paths, new directions, while the teacher overcomes the problems of the less able children.

A third purpose of resources must be to stimulate the imagination. There are dangers of always seeing student assignments in terms of information gathering and of losing the opportunities that this kind of situation offers for engaging pupils in creative and imaginative activities. There is evidence available in education that many children do not know how to handle resources constructively (and I include print in this) and this kind of assignment does nothing to help the situation.

I can illustrate this by the tale of two brothers, sons of a friend of mine.[6] One, at the age of six, came home from school and said:

> "I've got my project."
>
> "Yes. What is it Jay?"
>
> "Moths and butterflies, and I've got the book."

He had the Ladybird book on moths and butterflies. Jay was a rather precocious child and went on to say:

> "I am now going up to my room to do it."

This he proceeded to do. After about half an hour his father went upstairs and there was Jay copying the book, words, pictures, the lot.

> "Jay, rather than copying the book word for word, why don't we first ask ourselves a few questions about this project and then see if the book could give us the answers?"

Jay looked up and said quite firmly:

> "Daddy, we don't do it that way!"

Father was dismissed and Jay proceeded to copy the whole book, words and pictures, and it may come as no surprise to hear that he was awarded a gold star for his efforts. What does that indicate about the teacher? That he had a good opinion of the Ladybird author and Jay had copied well!

Ah! but I hear you say: "As the child gets older this improves." Does it?

The second brother was somewhat older and in the secondary school where they don't have textbooks, they have resources, so that when homework is announced, the class rushes like a stampede to the library where there are totally inadequate resources to cope with 30 plus children, unless the work has been well planned to ensure a wide approach.

In this instance, the subject was History, and the first one there with the help of the librarian got the best resource and the older brother, Peter, obviously was near the end and did not do too well. He went home on Friday evening with massive tomes, with which he staggered up to his room, where they remained throughout Saturday. On Sunday, after lunch, Peter decided to do something about it.

After 40 minutes, his father told me, Peter came down and said:

> "I'm not having this. I shall report this to the School's Council."

Trying to cool him down, his father said:

> "Come on lad, you're only in your first year, it's a bit early to get bolshy yet. What is the matter?"

Peter replied:

> "My prep. was only supposed to last 20 minutes and I have already spent 40 minutes on it and haven't even started."
>
> "Well, Peter, what is your homework? Perhaps we ought to look at it."

The homework was "Make notes on the following: Bartholomew Diaz, Vasco de Gama and Scott of the Antarctic."

Ask yourselves what you would expect an 11-12 year old to know of Bartholomew Diaz. Knowing the kind of books that Peter had before him, one is reminded of the boy faced with a similar problem who said "this book on bridges, tells me more about bridges than I wish to know".

His father suggested to Peter that he put aside the books he was using and turned to the Children's Encyclopedia. Together, as a starter, they did Bartholomew Diaz.

Back to the question I posed earlier - what would you want the 11 year old to know about Bartholomew Diaz? Where he lived? When he lived and what happened to him during his life? What did he do when he was old and when did he die? Was there anything really important about what he did?

Father and son did this together and found the answers to these questions and then, as a model, father wrote it up (and I know he was pleased to receive eight out of ten for it, but never lived down that Peter's Vasco de Gama and Scott of the Antarctic received two nine's).

What I hope this tale has illustrated is that there is no point at all in having a great range of resources available in schools unless the children who are going to use them know how to use them properly - in a way which will be an educational experience as well as hard work. This element must be part of the design of resource-based learning - how to enquire, research, abstract and make what they have abstracted a part of themselves.

As I said earlier, it is not possible in practice to distinguish the interrelated purposes of resource materials. There is an inevitable relationship between feeling and learning, between the affective and the cognitive, so that when we set out to stimulate the imagination of pupils and arouse their interest, we are at the same time promoting their learning. I would say conversely that we cannot seek to promote intellectual learning without being conscious of the emotional factors involved.

The growth of resources means we must start to organise children's capacities to handle them. We must develop their ability to question, to search out and make a unity of what they discover. To use the resources to answer their questions and to extend their experience, to solve their problems. Central to this is the co-operative efforts of librarian, teacher, media specialist.

We need to develop the role of the school library in such a way that a child who embarks upon an enquiry, is guided to the right resource and helped in the growth of that enquiry. It will require, on the part of the librarian, a great deal of sensitivity and time (and that is something that is not possible if you are teaching a full timetable as well in the classroom) and a willingness on the part of the school to involve the librarian in all that the school is thinking and doing.

In the I.L.E.A., Leslie Ryder makes it essential for the school librarians to sit on all curriculum development groups inside the school. Only if the librarian is in at that level right from the beginning, shall we ensure that when the child comes to the library in the course of his studies, that the match between the child and the resource is right.

The major aim of the library resource centre must be to augment the learner-teacher contact, perhaps by making it possible for this contact to be more than a strictly intellectual one, to bring in emotive and imaginative elements, to raise or spread the vector along which learning can take place. It was Matthew Arnold, I think, who said "Knowledge is information tinged with emotion." We are often far too aware of the information and not enough of the emotional element in the learning process.

It has been said that improvements in resources and the techniques for acquiring the informational skills found in the resource centre, have the same sort of relationship to the learning process as transistor technology has to listening to music - you do not need to know anything about transistors in order to enjoy the music, but the advent of transistors has certainly placed music within the reach of far more people.

The skills involved in using a resource system efficiently and fruitfully, must be taught. Simply turning a group of children loose in the resource centre with a list of questions to be answered will not get them far. It is hardly likely to be an educational experience for most of them unless the teacher and librarian have planned the visit before hand and they are available to actively and sensitively interact with the group during the visit. Note I have indicated the need for both teacher and librarian to be present. We have to find ways of convincing our colleagues, who feel they have fulfilled their duties towards the 'library-period' when they have brought their class as far as the library door, that not only the class is losing by not having the teacher with them but the teacher also is missing the opportunity of becoming acquainted with additional resources which might be useful to him/her (not to speak of the loss of hair faced by the librarian trying to handle a class using library resources on mass).

But I digress a little.

What is required of a learning environment for it to be successful?

Professor W.D. Wall of the University of London Institute of Education said:

1. It needs to be provocative, stimulating the child to ask questions and seek answers.

2. If the right atmosphere is created, children will learn to some extent spontaneously.

3. The child will need the assistance of an adult in formulating principles from his experience and learning how to transfer his learning from one situation to another?[7]

What are the implications for the resource centre or the school librarian?

Typically children of most ages begin with a confused mass of observations from which they sift those relevant to their purposes and then some kind of system or generalisation is educed. There are certain skills in this process which have to be learned and these skills have to be added to if the principle involved is to be transferred to another situation.

The resource centre can help this process by arranging for new experiences from which the teacher and librarian can help the child to educe some principle to formulate and transfer to new situations. Younger children using resources will need a great deal of help in the learning process. The older, more experienced, user of resources will require a different kind of assistance - perhaps the role of the teacher and librarian at this stage is to help him to find short cuts; to help the student to think through his problem, to formulate his ideas and direct him to resources which will prove useful for his particular approach. The task of the teacher and librarian in this learning environment, is not to provide a neat problem and answer, but rather to edge, guide the student towards experiences, resources which will help the student to develop all round.

If the teacher is concerned with the management of the learning situation, then quite clearly he cannot do this without the help of the librarian and his knowledge of the resources available. It is the partnership between the teacher and librarian that ensures the resources used are instructive, contributing to the learning experience of each pupil, and not merely distracting. Some will provide specific answers, but others will present situations which are open ended - the teacher being there to exploit this open-endness.

Let us take the situation of the typical classroom where we may have some 20-30+ students using the same textbook, writing the same tests, doing the same assignments. Are they being allowed to develop as individuals?

Is the single textbook approach adequate for the kind of education society needs for these children? Is it realistic to expect children to rely on a text some years out-of-date? Surely in the modern educational situation the textbook must only be seen as a point of departure, leading each student towards a wide range of print and non-print materials and perhaps down different routes to the ultimate goal.

It is not possible to permit a child to discover ideas outside the perimeters of the textbook unless other materials are freely available to him. In such circumstances the library resource centre has a vital role to play, for it is the obvious place from which to organise these materials. I say "from which to organise" deliberately for I do not wish to suggest that centralised resource provision is necessarily the only way, or even the best way, for each school. For some this may well be true, but I can also see the place for satellite resource collections within subject departments and even classroom collections. How the resources are used is the important element, not where they are housed.

We must recognise that the printed word is not the only way, or even the best way, of presenting some information. Certain information can be presented better in a recording or a film than through the pages of a book. This is what resource-based learning is about - making available to students the best way of acquiring educational experience. This philosophy places the emphasis on the knowledge to be acquired rather than on the method of recording it.

The resource-based approach also recognises that one needs to get to know the students better. Some students learn better by different methods - some by hearing, some by seeing. In the traditional print-based approach students do not have this choice and for the 20% or more of students with reading problems the school library, limited to print materials, has nothing to offer them. The resource-based approach makes it possible for these students to gain a learning experience in the library. The library becomes important to them as well - it offers them a chance to keep up with their peers in the class, it keeps them in the mainstream of education until they see the need for developing their reading skills. So often in the experience of these children frustration and hostility has developed. If they have not understood a topic or subject presented in print they have been sent back to do it again with the same textbook which has led to their failure in the first place. We need to find alternative resources that they may use to help them understand the topic.

The school today must identify itself more closely with the community. There must be a flow of people through the school-community boundary. The student must be given an opportunity to get to know his community by not only learning about it but learning within it. Members of that community must be encouraged to participate in the educational program of the school.

The school library has a vital role to play in this development, by getting to know and indexing the resources that are available, both material and human, within the community and exploring ways in which they can be used. This includes people in the community with interests, hobbies, special skills which they may be willing to talk about, to answer questions on, receive visits from students. There are other community resources to be considered also - the buildings and the activities going on there; the smells, sights and sounds of shipyards, markets, tanneries, places of worship. The school librarian, as an information specialist, should be identifying such community resources and finding ways of indexing them so that they can be planned into the learning experience of appropriate study units.

Another need, frequently overlooked, as the world grows noisier and the schools larger and, for some children, overstimulating, is somewhere to escape to in order to be quiet. A point of rest where children can literally re-collect and re-create themselves in contact with books, with pictures, with media and other resources. I think we need to give children the possibility and capacity to retire harmoniously and creatively into themselves. Meditation on this level is perhaps an art that has been lost in modern society. There is a tendency for children to get the impression that they can only go to the library when they have a project, some 'research' to do.

I think we must also be concerned about teacher use of the resource centre. We would all accept, I hope, that within a family father, mother and children should be regarded as having different but equally important roles, rights, duties. I would suggest similarly that the child or learner-centred library will not reach its full stature if the students in the school never see the teacher using it. They will conclude, reasonably, that the use of the library is a juvenile activity to be abandoned when one reaches adulthood.

Who Should be Involved?

Up to now I have tried to establish what I consider to be the necessary philosophy and background considerations which must be taken into account in the planning of resource-based learning.

I hope I have also shown the need for three kinds of human support in the design of resource-based learning. First, the teacher must be involved and if he is to be effective in this process, he must be made aware of the wide range of resources now available to education and how they can contribute to the learning process. Dare I suggest that by the time the teacher gets into his first school post it is too late to start this process. The responsibility for this must be placed with the teacher-training establishments. The right kind of attitude must be developed early if the teacher is to accept the team approach to resource provision. Perhaps you can assure me this is already happening on the Australian scene. I am not so assured of the British scene.

The second element must be the involvement of the school librarian. If he is to take part in curriculum planning, then there are clear implications for the type of training program that the school librarian must receive.

Perhaps we can benefit from an examination of the situation in countries where school library development is well established.

In the United States and Canada, which I think we would recognise as having some of the finest school library media centres in the world, the school librarian is expected to have qualifications in both librarianship and education.

Though, at a gathering like this, I would not presume to comment on the success of your school library development in Australia, I think it is noticeable that school librarians here are expected to be qualified teachers. Not so, of course, in Britain, where the characteristic feature may well be the variety of approaches taken by Local Education Authorities to the staffing of school libraries. There are still many so called teacher-librarians in British schools who have no training in librarianship.

What is the right approach? Should the training of school librarians be firmly tied to an education background? This is certainly worthy of our discussion. Perhaps I can fuel that discussion by putting forward my personal views.

While I would not wish to suggest that it is impossible for the professional librarian (chartered librarian in the British sense) to perform the duties of a school librarian adequately without a background in education and experience as a teacher, I would suggest that such knowledge and experience can make the professional librarian more likely to be successful as a school librarian. Studies in librarianship can demonstrate and teach the organisation of knowledge (classification and indexing), publications (reference work and bibliography) and libraries (management and systems) forming a sound basis for skilled library work, but a further knowledge of child development, learning theory, educational principles and teaching methodology can only help the school librarian to develop, perform and receive recognition of his/her role in the school. For many school librarians it is this recognition which is so important to the development of the school library. It is only when the school librarian (or teacher-librarian wearing the latter hat) is seen as an equal partner in the teaching team,with skills and expertise that are essential to the provision of the right learning environment for each child, that the school library development in a country will proceed.

If a school library is staffed by a teacher who has a full timetable in a subject department, that library is not likely to make much impact on the life of the school and implementation of resource-based learning will be difficult.

The school librarian also needs to be involved in planning the curriculum, bringing into the planning stage, the consideration of the library as a teaching instrument, a learning laboratory. The professional librarian may remain on the periphery of such planning, being seen as, to quote The Scottish Education Department's Stimpson Report, "responsible for managing the resource centre and for ensuring the effective operation of its services".[8] In this report it seems it is the teacher who plans and organises learning experiences, helping pupils to use the resource centre effectively, assessing their use and the way pupils respond. It appears from this report that they see the teacher advising the librarian when to update the materials housed in his centre.

The librarian would seem to be considered as an assistant to the teacher, hovering in the background, rather than a full member of a teaching team. Perhaps, unless the school librarian is dually qualified, he is unlikely to be seen differently.

The Bullock Report, *A Language for Life*, supports the need for dual qualification saying "ideally the school librarian should have a dual qualification in education and librarianship".[9] The new British Library Association standards for schools sees this as the inevitable trend though admitting that it will be many years before the 'ideal' is achieved.[10]

It is interesting to note also that the Stimpson Report, which I referred to earlier, suggests that teachers and librarians could benefit from a common element in their courses. That is another point worth our discussion.

I have said very little so far about the third element in the team, the media specialist. There must be no doubt that with the range of resources I have considered and the need for local production facilities to be available for successful resource-based learning, this element is an important one. The I.L.E.A., who on the British scene we could consider a leader in the field, have appointed Media Resource Officers to work closely with the resources librarians in their schools. Some of you may be aware of the kind of 'Task Force' that the I.L.E.A. has set up called a Resources Support Group whose function is to help schools develop library resource centres as agencies for resource-based learning. The group, which consists of three librarians and three media resource officers, plus the support of clerical officers and A.V.A. technicians, moves into a school that asks for their help and plans, implements and trains in the use of resource-based learning within the particular situation of that school.

The Organisation Needed to Support Resource-Based Learning

There are some distinct dangers to watch for in using resources in the learning process. The first is the attraction of the gadgetry - the indiscriminate acquisition of hardware. If we are not careful we can acquire expensive hardware which we really do not have the time or the techniques to exploit fully. The media specialist will obviously have a role to play here in helping the team to assess how well the equipment will serve the curriculum and the way we are presently operating.

A second problem is the production of badly prepared materials. Leslie Ryder speaks of teachers who get high on 'banda-fluid', who rush in just before school starts and run off their supply of hand-outs for the day, or others who have discovered the wonders of Rank-Xerox and expend the school's budget in one fell swoop of paper - duplicating articles which perhaps they should have kept to themselves. This is where great disservice is done to the cause of resource-based learning. Not enough thought is put into the planning and the quality of reproduction leaves much to be desired. It can, in fact, be counter-productive. If we have standards we are trying to get across to children, this approach defeats it. Some British schools, in the name of resource-based learning, have become mini-print factories, churning out endless reams of such sheets. The tragedy is that, so often even where the quality is good, the library is not brought into the picture to store and organise the material so that we avoid duplication of effort.

Leslie Ryder was in a school not so long ago where he saw 23 stencils for maps of Western Europe. Now whether you are doing 'The Crusades' or 'Countries of the European Economic Community', the outline map of Europe will be the same. The erosion and deposition over the next 50 years will not noticeably alter the coastline on the scale of the maps these youngsters were using. Twenty-three teachers had each spent valuable time drawing their stencil instead of letting the librarian obtain a good commercial stencil for them, which could be used over and over again.

I have no doubt that we have all come across the Head who comes back from a conference full of enthusiasm for a school resource centre. He contacts the appropriate staff in the school and expects that in a month they will have full resource-based learning in operation - not appreciating the detailed planning that has to go into such a major undertaking. It is a slow process, involving a good many factors and not least the attitude of teachers, the way they teach and the way the children learn.

The important thing when you start on this path is not to go out and purchase all sorts of equipment so that you can say "I have a medium, what can I do with it?" but rather, "I have a problem, which medium will help me solve it?"

You need to start with those areas where you know teachers are not happy with the curriculum, with the teaching that is offered and the learning that results, and see what you, as a librarian, can do to help this teacher. Looking at the problem together, discussing it, you may be able to identify what it is about the present approach which is leading to dissatisfaction. Perhaps for this particular topic, the teacher needs to have better or more varied channels of communication with the students. Together the librarian, the teacher, the media specialist can work on this and produce the resources needed.

The acquisition, organisation and use of resources must spring from the needs of the curriculum and the needs of the teachers and learners. Only when these factors have been taken into account can one develop the right kind of school library resource centre operation in the school. The concept of the resource centre must be such that the resources are making their impact felt in all parts of the school where learning is taking place.

First, there must be an index of all equipment available in the school - not necessarily to house it all centrally, I realise that suggestion could cause bloody revolution in some schools.

Second, we must do the same for the software. It is essential that there is a central index of all resources available within the school - no matter which department claims ownership. In this way we can avoid unnecessary duplication and the opportunity for full exploitation of the resources. I would not want to suggest that we stop at resources available 'within the school'. We must also look at the community outside; the materials, information services available there. The school librarian must make sure he is aware of what is available through the local public library, regional libraries, through the department of education and other agencies in the community. All these resources may have an important role to play in resource-based learning and the school librarian needs to become familiar enough with these services so that he can help students and staff to use them. Don't forget also the 'people' resources in the community that I mentioned earlier.

Then thirdly, there must be opportunities for the production of materials. We must extend the opportunity for information and discussion about materials between teacher, librarian, media specialist and student. This means there must be greater opportunity for in-service training ensuring that users know how to find their way through the resources and how to search out the resources.

Then the growth and development of resource-based learning inside a school has an impact on a number of other things outside my brief. It means we have to re-appraise the staffing required, the space and facilities allocated. You cannot effectively design resource-based learning unless a full overview of the situation within the school has been taken. Then one can see where the deficiencies are; where changes need to take place.

I have no doubt, in my own mind, that extended use of resources can make a significant contribution to learning inside the school. It has a contribution to make to the development of integrated studies. Such studies have given problems to the specialist teacher - the English, the History, the Geography teacher - now called upon to work together across the total spectrum of integrated studies. From this has emerged the 'project' in which the student must marshall information and ideas around a topic or theme. To be successful in this, the student must be given access to a range of resources appropriate to the theme and appropriate to his background and ability. A resource-based approach can also help solve some of the problems of situations where there are mixed abilities within a class and where there is a danger of frustrating and boring more children at either end of the ability range than in a streamed class.

The type of learning/teaching that is going on in the school must influence the kind of organisation needed for the resources to support that learning/ teaching situation.

One can go to schools where resources are organised almost exclusively on a decentralised basis, so that all that exists is some form of union catalogue which tells us what the resources are and where they are to be found and the librarian must then ensure that there is a mechanism which allows the resources to flow from one department to another.

More commonly resources are organised in one central point, perhaps with departmental satellites, so that everyone knows what is available and the resources can flow from department to department, from department to the resource centre and from the centre to the departments.

All the time we must ensure that the child, the topic and the resource match, so that learning can take place. This may require an enormous effort on the part of the staff to co-operate fully. In particular, the librarian may well, at the start of the process where resource-based learning is being introduced, have to forage in department cupboards which may not have been open for ages.

School Librarians bear a considerable responsibility for successful implementation of resource-based learning. There are, I think, areas that are crucial for this:

There is no doubt that we must develop the right kind of organisation for the acquisition, storage and retrieval of information but, more than that, we must extend that to a point where the resource centre becomes a creative agency, involved in inquiry into resources, finding out what the responses of the learners are; what the attitudes of our users are towards the resources, so that we can ensure that the right resources are acquired and produced.

We need to examine the role of the librarian and see if, in fact, some of the elements presently performed by him are not better handled by others centrally outside the school. A study of I.L.E.A. schools, each of which was involved in their own cataloguing and classification, showed that there was a common stock of 65-70%. It seemed ridiculous, therefore, for each of the school librarians to be doing the same work over and over again. This core stock could be catalogued and classified centrally, thus giving the individual librarian more time to exploit the materials, to create materials, to act as a link between the materials and the user.

In some areas one can see the need for the school library to become more of a cultural centre for the community, giving support beyond the school hours and beyond the formal school age.

How these points apply to the Australian scene I must leave for discussion, but we have to think in that direction if resource-based learning is to become effective.

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ETHNIC RESOURCES IN SCHOOL LIBRARIES: INTRODUCTORY PAPER

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My intention, as first speaker, is to talk mainly about ethnic resources and school libraries in relation to the broader context of society as a whole. One of the most significant aspects of present-day Australian society which has been receiving rather belated but increasing recognition by governments and other institutions, and by individuals is its multi-cultural character. Over 20% of the present population was born overseas and of these 50% were from countries with different languages and cultures. This group, enlarged by its Australian-born children, is sufficiently great numerically and proportionately, that services and institutions such as schools, which serve the community as a whole, must accommodate the needs and changes brought about by this sector of society in their total organisation. It is not a question of special education for a special group, or special resources for a special group, but more diverse resources for a more diverse multi-cultural society.

One of the guiding principles of the recent Galbally Report on Migrant Services and Programs was that "the needs of migrants should, in general, be met by programs and services available to the whole community but special services and programs are necessary at present to ensure equality of access and provision". One of the more general recommendations of this report was that it is "essential for the government to encourage a multi-cultural attitude in Australian society by fostering the retention of the cultural heritage of different ethnic groups and promoting intercultural understanding". They specifically add to this recommendation that "we feel that the schools are the key element in achieving such a goal and we have proposed an allocation of $5 million over the next three years to develop multi-cultural education programs". The indications are that the Government will accept most, and possibly all, of the recommendations of the Galbally Report.

That then is a brief look at recent developments on the political scene. What of the needs of the ethnic communities and their children themselves, and of the role of the school library in relation to these. I would identify two major concerns for the school librarian: (1) the provision of resources to reflect the increasingly multi-cultural nature of the curriculum; and (2) the provision of resources in their own languages and about their own cultures for the children of migrant backgrounds.

The first of these needs no justification here, the second probably does. In my bibliography I have mentioned several studies which have examined academic achievement levels of migrant children. All of these show that immigrant children have, on the whole, higher motivation, but lower achievement levels than Australian-born children. The main problem consistently identified by such studies is the communication gap between child and parent and the inability on the part of the parent to give practical assistance, beyond general encouragement to the child. The authors of the Galbally Report identified this particular problem too. Referring to the cultural gap between parent and child they write "that in these cases the children at school or work observed that the way of life of their parents was quite foreign to their associates and was sometimes the object of ridicule. Rather than be seen as someone odd or different, the children had rejected their parent's culture and attempted to take on another identity. They lost their native language and much of their culture in the process and became alienated from their parents". The Report goes on to say that this "is damaging psychologically and is an impediment to education thus preventing individuals achieving their full potential".

The ethnic resources collection of the school library can do much towards bridging this cultural gap. For the child, the ethnic book section is concrete evidence of the school's recognition of his parents' culture; and for the parent, some small indication that the culture of the school is hospitable to his own.

In practical terms parents can, and should I believe, be involved in assisting with the selection of material for these collections. In fact, for the librarian, the parent can prove to be a most valuable source of guidance and voluntary help. As well as with book selection they can help in a number of other ways, such as recording stories in ethnic language onto cassette. Access to ethnic communities is potentially greater for the school than for most institutions and the school library could be a useful transmittor of information to members of ethnic communities on services available to them such as English language classes or interpreter services, for instance.

The content of the ethnic resources section should, I believe, reflect the nature of the school population. The recent Federal Government statement on new guidelines in the selection of future migrants will obviously affect this. For example, the preference for English language speakers, together with the absence of racial prejudice, will probably lead to an increase in migrants from countries such as India or Pakistan. The program for accepting a steady intake of Vietnamese refugees will gradually be felt in the schools. In fact the pattern of migration is changing already, and over the last six years the proportion of migrants from Britain and Europe has decreased from 70% to less than 40%, with a significant increase from the Middle East, Asia and South America. Those of us who have struggled to catalogue Greek materials, for instance, might admit defeat when faced with, say, Chinese or Vietnamese. This whole problem must, I believe, be tackled by the State education departments generally rather than by the individual librarian. I would suggest that an Education Department, perhaps in conjunction with State, Public and Further Education libraries departments, should set up an ethnic resources agency which would employ specialists who could be called on to assist individual librarians with problems of selection and cataloguing, etc. I will stress here that I do not believe that book selection should be done at this level but at the local level, but that co-ordination and sifting of local suggestions and ordering could be handled by this agency. Such an agency could also be instrumental in improving sources of supply for ethnic materials.

Another problem relating to the range of ethnic resources a school library provides is that of providing resources for minority national groups. Their needs, which are often ignored, may, in fact, be greater than those of larger groups. Their social isolation is often greater since they lack the membership of a community of their own culture as well as having communication problems with the rest of society. This problem too can only really be tackled by the State Education Department as a whole. Special collections could be organised centrally, the contents of which would circulate round the school libraries according to need.

The whole area of ethnic resources would benefit from more resource-sharing. Public libraries with books in community languages sometimes have difficulties in reaching the ethnic populations at which they are aimed, and they may be willing to lend bulk collections to school libraries.

Once the school library is providing ethnic materials it would seem reasonable to provide some user guidance in ethnic languages too. Though it is unlikely that each school librarian will have the expertise to conduct library lessons in a number of languages, much can be done by having library guides translated and by producing video or tape-slide programs on the use of the library translated into several languages.

I would have liked to briefly describe some of the services of the Language and

Migrant Education Centre and its library but time is limited and instead I have circulated a handout which I hope you will all have received.
(see attached notes.)

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APPENDIX

D.F.E. LANGUAGE AND MIGRANT EDUCATION CENTRE

LIBRARY RESOURCE CENTRE

Resource Centre, Language and Migrant Education Centre,
240 Currie Street, Adelaide, South Australia, 5000.

The Language and Migrant Education Centre provides courses for adult migrants in South Australia whose knowledge of English is not sufficient to meet their vocational and social needs in the community. These courses are offered at several levels from beginners' course for new arrivals in Australia to advanced courses. Courses are also provided for migrants who need to extend their English language skills in a particular direction, such as those with special occupational needs and for those taking business, technical and other tertiary courses.

Since 1977 community language courses and interpreter aide courses have been offered at the Centre as part of a developing community language program.

The library resource centre opened in 1976 as a small collection of books, and a part-time lecturer-librarian (the only permanent staff position) was appointed in January, 1977. The present collection of some 12,000 volumes forms the basis of services directed towards supporting the teaching activities of the Language Centre. Borrowing is limited to students and staff of the Centre, but the resource centre is open as a reference and information centre to any member of the community.

Resources

1. Materials (books, tapes, slides, posters, games, etc.) for English language learning.

2. Language texts and associated materials, including audio-visual material, for community language learning, both for classroom/language laboratory use and for self-instruction.

3. Materials for adult literary programs.

4. Support materials on linguistics and language teaching methods.

5. An information service for migrants about Australia.

6. A collection of books, journal articles, pamphlets and reports relating to immigration and ethnic groups in Australia.

7. Ethnic books, magazines and newspapers as recreational reading for students. This section of ethnic language materials has over 2,000 books in a number of community languages. The strongest collections are in Italian, Greek, Spanish, German, Polish and French; other languages represented are Rumanian, some Yugoslavian languages, Chinese and Japanese. The collections include novels and general interest topics such as cookery, travel and the histories and cultures of the various national groups.

Reader Guidance

A library guide in simplified English has been produced and translated into Greek, Italian, Polish, Serbocroatian, Spanish, French and, most recently, Vietnamese.

Similarly, a tape-slide program guide to the resource centre's services has been, and is being, made available in the same languages. A monthly resource bulletin keeps teaching staff informed of changes and developments in the resources centre, of significant recent acquisitions, and includes occasional special subject bibliographies.

ETHNIC RESOURCES IN SCHOOLS

Nancye Stanelis, Teacher-Librarian

NANCYE STANELIS

The value of books for children from ethnic groups is no more, and certainly no less, than the value of books to any other child, but, as Ann Beaumont has indicated, if we wish to cater for the multi-cultural reality of Australia today, we must be sure that we do not neglect this important area when selecting resources. All children need books which reflect their own as well as different cultures as these provide a model against which they can verify and assess their own feelings and experiences. Obviously, in this context, books about the cultures of various ethnic groups and stories of the experiences of migrants in Australia are particularly relevant. For all children in Australia there should be encouragement to learn more about the customs and countries of migrant groups: for Greeks to learn about the Dutch or Italians, for Croatians to learn about Macedonians, Turks or Maltese and for British children to learn about Greeks, Cypriots or Germans. There is, unfortunately, little material to date about migrant cultures in Australia, though the situation is improving - Nelsons are producing a series of simple readers set in a city area of high migrant density; Nance Donkin has written *A Friend for Petros* about a Greek boy in Melbourne; Allan Aldous has produced *Bushfire* again about a Greek family in Warrandyte, 17 miles from Melbourne; David Martin has written *Frank and Francesca* which has an Italian background and recently *The Alien* by Esta de Fossard,which is the story of an adolescent Greek boy struggling to come to terms with himself and his Australian environment, has been released by Nelsons.

The inclusion of fiction, which portrays customs and attitudes of people in other countries, is essential in a multi-cultural library for through fiction reading the universality of many human needs, feelings and emotions can be experienced. A realisation that alternative value systems and cultural differences do exist can help a child to understand himself, society and other people better. Lack of exposure to cultures, other than one's own, tends to encourage the belief that one group is more important than another or that *our* way is right. To a certain extent every culture in the world believes that the way *they* do things is natural and right, whereas the way others do them is strange, perhaps unnatural and maybe even wrong.

In the school library books about the customs, festivals, cookery, handicrafts, music, history and geography of other countries are needed to encourage this awareness in children. Records and tape recordings of folk music and songs, slides, posters, filmstrips and video tapes of historical events, geography, folk dances and celebrations, as well as actual costumes, handicrafts and artifacts might be included. Biographies of famous Greeks, Turks, Germans and others should be included with the standard assortment of famous Britons and early Australian explorers.

In this context the inclusion of folklore from many cultures can also be beneficial, for in folklore the universality of certain themes, and the value systems and traditions of the culture concerned, are often demonstrated. The inclusion of these types of materials, even if it is all in English, will help ethnic children to develop pride in their cultural heritage and will increase other children's knowledge of the contributions made by various cultural groups to the development of their own countries and to world knowledge and culture.

One of the main problems is to obtain suitable materials about some countries where the supply seems to be almost non-existent - Timor, Cyprus, Vietnam, Thailand, Macedonia and Lebanon seem to be in this group.

Selection problems exist too when a librarian seeks to include ethnic language materials from these countries and others where the publishing industry is not well developed and where the demand for children's books is not well established. The potential market for books in Slovenian, Greek or Turkish is far smaller than the potential market for books in English. Books on hobbies, modern music, cars, ships and trains, photography, cookery and life in other countries (including Australia) are simply not published in the quantity, range and quality which we expect from our own publishers. Much of the material available for children is of the rigid textbook type and is simply not suitable for children living in Australia - it is written to meet curriculum requirements different from ours, for children who speak that language at home and at school and who have a common background of experience in that language. Children in Australia frequently lack ability in their home language because of the limited opportunities they have to develop it, particularly in relation to reading and writing. In schools too, we may be providing this material for children who are studying the language as a 'foreign' language. For migrant children we need to provide suitable ethnic language material, or bi-lingual materials, which can be used to supplement English language materials, particularly in the curriculum area, so that children can participate in school work while they are learning English. The work of Dr Marta Rado in preparing units of resource material with a range of texts in various languages covering topics commonly taught in Victorian secondary schools is a useful project of this type. It is essential that more of this type of material is produced in Australia.

At the primary school level many picture books are available from countries such as Germany, Italy, Poland, Yugoslavia and the Netherlands which are excellent by any standards and familiar authors such as Eric Carle, Richard Scarry, Goscinny, Dr Seuss and others will be found. Many books have been translated from English into other languages and, of course, authors such as Paul Berna, Astrid Lindgren and Erich Kaestner were originally published in other languages.

Dictionaries at several levels need to be provided for children using ethnic language books and books in bi-lingual formats. Picture book dictionaries in other languages have proved popular in primary schools and dictionaries and word books aimed at increasing a child's vocabulary, which are available at several levels, are most useful.

Translations of English 'classics' and fairy tales are very common and provide a way in which migrant children can acquire some of the same literary background as Anglo-Australian children. This type of material should be balanced with myths, legends, folk tales and novels typical of the country or ethnic group concerned. English language versions of these ethnic folk tales and traditional or popular literature should be obtained in addition to the community language versions. Magazines and cartoon format books, such as Asterix, Tin-Tin and Lucky Luke series, should be purchased as many children will be unable to cope with more difficult books, as well as for their value as light humorous reading matter. Books which are available in several languages should be purchased in the appropriate languages and in English as well so that children who have limited ability in either language may still be able to read them. Bi-lingual books, which would be suitable in this context, are unfortunately rare.

Famous Australian books which have been published in other languages should be obtained also. *Magpie Island* by Colin Thiele is one such book which should be available from bookshops specialising in ethnic language materials. The efforts of Ashton's with their community language materials, Collins' who have published their series of animal stories (*Dinah the Dog with a Difference, Catkin the Curious Kitten, Frisk the Unfriendly Foal*, etc.) in Greek, Italian, Turkish and Croatian; Rigbys who have Italian and Greek editions of *The Beauty of Australia* by Robin Smith and Nelsons who are producing their *City Kids* series of high interest, low reading level books in English, Greek, Italian and Turkish are significant. All these materials have been produced in Australia to meet the expressed demands of teachers and librarians and I am confident that we can expect more developments in this field following the commerical success of these current innovations.

Non-fiction materials tend to be limited in availability as there is generally less emphasis on self-directed learning and greater use of textbooks in schools in the migrants' home countries than in Australian schools. Material about Australia is virtually non-existent.

Tourist guides, maps and posters can often be obtained to provide illustrated supplementary materials where funds, or resources, are limited. Neither should it be forgotten that many migrant families (particularly those returning to their countries for holidays) will often have slides, photographs or articles which they could lend to the school. Slides can, of course, be copied with little effort or expense and useful resource material can be built up for the school in this way. Parents may also be used to tape-record commentaries in the appropriate language, and a translation into English, and other community languages could then be organised.

Embassies and government subsidised bookshops are other sources of material but should be treated cautiously as much of the material which they provide is little short of propaganda (particularly from some of the Socialist Republics) and may offend some ethnic community members. Free periodicals are often extreme examples of this kind of material and, if used at all, need to be balanced with other materials giving the opposing point of view. Once a school library has decided to include these kinds of materials and has begun to collect English language materials, the next step is to begin acquiring materials in ethnic languages. Many librarians hesitate at this point feeling that they will be unable to select materials if they do not speak the language in which they are attempting to obtain materials. This is not so. Librarians can bring their experience in selecting English language materials, and their knowledge of the children in the school and their interests, the needs of the school curriculum and their awareness of the range of materials which is available to bear on the problem. The problem of actually reading the books can be delegated to a group of parents, to a teacher on the staff with the necessary language skills, to a member of the ethnic community, or even to a group of children. Whoever is used in this way will need some guidance from the librarian as to what materials she wishes to include in the collection and as to standards which the library adheres to in regard to literary merit and bias. The librarian will need to keep an open mind and be prepared to be flexible for standards and expectations of literature vary as much as anything else between cultures. Ideally, opportunities to discuss the general role of the school library, as well as the specific titles concerned, should be made so that the person involved comes to see themselves as part of the library service and has therefore a greater interest in assessing the books.

The first step in acquiring these materials is to become familiar with both the sources of supply and the materials themselves. Teachers or librarians should begin by visiting a bookshop which holds materials in several languages and comparing the materials critically so that the range of materials and the variation in quality can be appreciated. If this is not possible then contact should be made with a large supplier such as the Little Bookroom or Bus Stop Bookshops, both of whom will supply packs of materials to your specifications from which a selection can be made.

I find it best to make an initial selection based on the subject matter and the format of the book and then to ask for help from teachers, language specialists, parents and children in making my final selection. Knowing the limited opportunities which many children have to gain proficiency in reading these languages, I always look carefully at the size and clarity of the typeface and I have found this to usually correspond to the reading level of the book. Whenever possible I buy the same titles in English or other community languages as I feel this helps to demonstrate the universality of children's books as well as the equal standing of various languages. The availability of series such as the Macdonald Starters and First Library books in a variety of languages means that teachers and librarians can buy these confident of what they are getting.

Titles and series peculiar to one language can cause misgivings because quality can vary considerably. It is unwise, therefore, to restrict your purchases to one supplier. While shops such as the Little Bookroom keep a wide range of languages and stock books of varying quality, specialist suppliers such as Salapatas, who is a newsagent and gift shop stocking Greek materials, tends to restrict his stock to readers and textbooks for ethnic schools and to the cheaper lines of fairytales and animal stories. From Salapatas some useful materials can be obtained quite cheaply such as the *Matheno* ... or *I Learn* ... series which is extensive and quite useful. From other series useful individual titles can be selected provided one ignores the flimsy format, but high quality books from publishers such as Kedros will not be found. This type of material will be held in the shops which cater more particularly to the school library trade - just as we would not expect to stock our library from the corner newsagent and the supermarket when buying books in English, so we should be prepared to search out the high quality books in other languages and not be guilty of buying just anything because it is in Greek, Turkish or Serbian. Our ethnic language books should be of just as high a standard of quality as the other materials which we include in the library.

Once the materials have been located and an initial selection made, it is time to call on your staff, parents or students for the necessary help in reaching a final decision. At this time a translation of the title page can be obtained also to assist in cataloguing. I find it advisable to use a sticker with the language and the translated title on the front cover of the book to assist later in re-shelving etc. Children cannot always decide if a language is Greek, Serbian or Turkish from the appearance of the alphabet, or if it is German, Dutch or French when the letters are the same, and neither can all librarians or adults!

Variations in classification and cataloguing exist between libraries and your own policy on intershelving or separate shelving, classification or not should be decided before you begin your purchases. The School Libraries Branches of the Education Departments in each state are developing, or have already prepared, guidelines for schools which you may find of assistance. Printed catalogue cards in some languages are available in Victoria. In other states, including South Australia, transliterated cataloguing is used. Personally I favour cataloguing in the appropriate language, for transliteration is only useful to the English speaking person who is learning the language. It is totally inappropriate for native speakers and is unnecessary for all languages which use the Latin alphabet.

Throughout this talk I have assumed that schools will be purchasing books from agents within Australia rather than buying from overseas suppliers. Though some savings can be made by buying direct from overseas, I feel that the quantities purchased by most schools do not warrant the trouble and delay involved, compared with the advantages of purchasing locally. Buying locally means materials can be previewed before purchase, rather than relying on someone else to make a selection or trying to order from publishers' lists of unfamiliar materials. Considerable fluency in the language is required for overseas ordering, alternative titles must be specified for those which are no longer available (a common occurrence with ethnic language materials) and the likely damage in transit must also be considered. Materials produced in Australia are becoming more readily available because of the increasing demand, and most booksellers are anxious to satisfy their customers' requirements when asked for assistance.

Finally, of course, the more that we use their services and make our wishes known, the more likely the booksellers will be to appreciate our needs and to stock the types of materials which we require.

RESOURCES FOR ABORIGINAL STUDIES

Joyce Cupples, Aboriginal Studies Curriculum Committee, South Australia

JOYCE CUPPLES

Paul Hughes asked me to take his place today, as he regrets he cannot be here because of a meeting of the National Aboriginal Education Council in Darwin. I worked closely with Paul during the South Australian Aboriginal Studies Library Project, which began about five years ago, and as a project it is finished but has developed into the Aboriginal Studies Curriculum Committee.

Aboriginal Studies, as distinct from Aboriginal Education, has been sadly neglected in all our schools. I want to read an extract from a paper by Marji Hill and Alex Barlow for the Australian Institute of Aboriginal Studies Ethnographic Film Conference in 1978. The paper is called *Get one in colour, and not too long.*

""Next week", said the teacher to the teacher-librarian, "my year 9's are going to do the Aborigines. Can you get together some stuff for me? You know, encyclopaedias, books with lots of pictures, maybe a film?"

"Your year 9's", said the teacher-librarian, "would that be in social science or in history? And are they the 9A1's or the 9BX's?"

"The 9BX's. They are fairly poor readers, so nothing too difficult please."

"All right. Well then, what aspect of Aboriginal life will you be doing?"

"You know, all that stuff about hunting and finding water, and boomerangs and cooking kangaroos and witchetty grubs, and making stone tools. You know, all that."

"Oh, well, O.K. You mean you want to do a generalised study of traditional life styles?"

"Yes, I suppose so."

"Right, well, I'll get a selection of books and whatever else I can find. Can you come up tomorrow and look at them? Then if you select what you want I'll put them on reserve for the week while you're using them. Now what about the film? What film have you in mind? Here's the film library catalogue. They list 44, so we should be able to get one of them. This one *Stone Age People* might fit the sort of lesson you are planning."

"Is it in colour?"

"Yes."

"Oh, that'll do then. See if you can get that one. Make sure you get one in colour, anyway, and not too long."

"Will you preview the film before you use it?"

"Oh, I don't know. I'll try, if I have time. Anyway, see if it's got a set of teacher's notes with it. That'll tell me all I need to know. After all, they're only the BX's."

And away he goes, happy to know he has done right by his '9BX's' and that the Aboriginals will be *done*."

The scene is fictional, but the situation is authentic. For every one teacher who is sensitised to Aboriginal realities, and who is competent to teach Aboriginal Studies, there are ten others whose ignorance matches, or even exceeds, that of their students, and of the Australian population in general. Fortunately for them, their ignorance rarely shows, because for the most part they are not expected to introduce Aboriginal themes into their subject areas. On the other hand though, this means that aspects of Aboriginal culture relevant to their subject areas will not be presented. The significance of this is that highly relevant information about Aboriginal cultures may not be taught in schools. Instead, examples are drawn from other cultures in other places, and the realities of the contemporary Aboriginal situations will be ignored, as they have been in Australian schools through the whole history of Australian education.

I said that Aborigines have been 'done' frequently in our schools. I should have said 'done over'. We have never, until very recently, even tried to teach Aboriginal Studies with any sort of authenticity or respect for Aboriginal values.

We must decide what our objectives are in teaching Aboriginal Studies. We are trying to impart an appreciation of Aboriginal culture, values and heritage generally, that will I hope, lead to attitudinal change. I think that Aboriginal Studies is the most important of all ethnic studies, since they are the indigenous people and their links to Australia are indubitably greater than those of any other minority - or majority - group. The main attitude in the community towards Aborigines is at present one of ignorance, and as teacher-librarians we should be trying to eradicate this.

Priority A should be familiarity with the curriculum. We are teacher-librarians and it is our professional responsibility to know what is, or should be, taught. This is very tricky in every state except South Australia, because the S.A.

Education Department is the only one that has a properly constituted Aboriginal Studies Curriculum Committee. This committee arose from the Aboriginal Studies Library Project. (For the background to this project see supplements to *Review*, School Libraries Branch, S.A. Education Department, Vol. 3 No. 4 and Vol. 4 No. 4.) The basic aim of the project was to assess and list worthwhile materials for teachers to use in Aboriginal Studies. These are listed in the supplements to *Review*.

Alex Barlow and Marji Hill, as fellows of the Australian Institute of Aboriginal Studies, have made a massive contribution to this field with their bibliography of resources about Aborigines. (*Black Australia*, A.I.A.S. 1978.) This is a definitive work, with over 500 annotations and recommendations.

In other states it is important that teacher-librarians make themselves familiar with curricula in such areas as social studies, history and geography, insofar as they deal with Aborigines. We also need promoters of Aboriginal Studies, to urge its inclusion in relevant areas. At the recent National Congress on Aboriginal Studies, one of the recommendations was that all states should establish an Aboriginal Studies Curriculum Committee.

As far as resources for Aboriginal Studies are concerned, Priority A is the book of which I have spoken, Alex Barlow and Marji Hill's bibliography published by the Australian Institute of Aboriginal Studies. This annotates and reviews hundreds of books and quite a lot of non-book material about Aborigines.

Another very valuable resource contact is the Curriculum Development Centre in Canberra, which is now working in this area.

I want to tell you about the work of the Resources and Review Sub-Committee of the Aboriginal Studies Curriculum Committee here in South Australia. Most of the people on this sub-committee are teacher-librarians. At the moment we are examining all the encyclopaedias that are available in schools, and we are annotating their treatment of Aborigines. Some of them contain the most utter rubbish - one particular 20 volume encyclopaedia has two paragraphs about Aborigines, and in a very negative tone - 'Aborigines do not wear clothes, do not build houses' and so on. There is no explanation for this, everything is judged by our materialistic values.

Some of the best resources for Aboriginal Studies are people themselves. There are great demands on educated and articulate Aborigines, but still most of the organisations in the Aboriginal community are very willing to help by going to schools and talking to children. But there is a trap here. You, as teacher-librarians, should suggest to teachers that there are Aboriginal groups and organisations who could be of assistance to them. But do not let the teachers call on Aborigines to 'do' Aborigines for them. Make the visit by an Aborigine part of a definite educational program. And, above all, an Aboriginal person is not a piece of exotica, a special treat for the class, but is a human person with rights and feelings.

I was recently speaking with a distinguished American librarian of Negroid or possibly Puerto Rican appearance. The topic was racial prejudice. She was asked by a member of the group what was her own ethnic background. "I don't know," she said and then, with pride and confidence, "I am a black American."

Aboriginal people consider themselves, rightly, to be wholly Australian and a major part of Australia's heritage. They are asking for the right to say, with pride and confidence, "We are black Australians" or, because the word 'black' does not have the same connotation here as it does in America, "We are Aboriginal Australians." They want to be able to say that as their right, and know that it will be accepted. I believe that teacher-librarians are in a key position to help them achieve this aim.

MULTI - CULTURAL EDUCATION MATERIALS -
RESOURCES FROM THE COMMUNITIES FOR THE COMMUNITY

Irene Donohoue Clyne, Co-ordinator of Multi-cultural Education Materials Project
1976 - 1977

Every child in our schools today will grow to adulthood in a multi-cultural society, for having welcomed migrants and refugees from many different countries and cultural traditions, Australia is now evolving into a society with many cultural identities. Such a society requires an education system responsive to the cultural diversity and sensitive to the needs of the community it serves. The Multi-cultural Education Materials Project, begun in May 1976, is one of many responses made by the Education Department of South Australia to the need for a multi-cultural curriculum. Since this project has been costly in terms of human resources, time, money and patience, one might well ask "was it necessary?"

One has only to look briefly at recent government reports on education, migrant languages and migrant services to see that everyone seems to agree that we need multi-cultural education, although as yet there is no authoritative definition of what 'multi-cultural education' is or is to be. The Schools Commission in its *Report for the Triennium 1976-1978* states:-

> "the multi-cultural reality of Australian Society needs to be reflected in school curricula - languages, social studies, history, literature, the arts and crafts - in staffing and in school organisation" 8.13;

and "learning materials need to be developed to reflect the multi-cultural character of Australian Society in terms meaningful both to ethnic and to mainstream learners" 8.14.

The Committee on the Teaching of Migrant Languages in Schools recommended in March 1976:-

> "all our children should be given the opportunity to acquire an understanding of other languages and cultures from the earliest years of primary school" (Appendix A p.119 No. 1).

Most recently the Report of the Review of Post-arrival Programs and Services for Migrants (*Galbally Report*, May 1978) recommends a sum of $5 million be allocated specifically for multi-cultural education over the next three years (9.14 p.107).

But long before the Schools Commission's words of wisdom were being studied in education department offices, members of ethnic communities had been expressing their concern. Buried away in a comparatively unknown report - *The Migrant Task Force Report* (Adelaide, September 1973) was this disturbing paragraph:-

> "Cultural impoverishment of migrant children in Australian schools is a problem that has painfully confronted many ethnic communities for a long time, since the type of education which these children receive in such schools determines not only their contribution to the cultural diversity and enrichment of Australia, but also the retention of their inherited customs and languages, as well as the relationships within the migrant family" 5.20.

How could children who were the inheritors of culture shaped by centuries of experience be culturally deprived? The answer is found partly in the deliberate government policies which, despite a quarter of century of planned migration, promoted the myth that Australia should be a homogeneous society, and which were not finally dismantled until the Grassby Era. Education departments throughout Australia bear part of the responsibility as well, for it was their apathy which allowed teachers to introduce cultural programs using out of date or inaccurate materials, without proper teacher training or sensitisation.

Previous attempts to give recognition in schools to our multi-cultural society have not been very successful. Token gestures such as teaching Zorba's Dance in physical education or selling salami sandwiches and pizza at the school canteen or encouraging children to display their folk costumes, recognise only the exotic and different. Studies of 'migrant homelands' were added to social studies programs, enriching the child's understanding of the rivers and towns of selected European countries, while centuries of culture were treated in a superficial or stereotyped way.

No attempt was ever made to understand how Polish-Australian or Italian-Australian children felt about the cultural traditions carefully brought to Australia by their parents. Hanging up national flags for parents' nights was only window dressing, since changes were rarely made to the hidden curriculum which continued to reinforce a mono-culturalism - drawn from predominantly British traditions. Nowhere is this more evident than in reading books peopled with Dick and Dora, (never Dusan and Maria), living white middle class lives in neat prosperous suburbia, alien to at least the 25% of the school population of migrant background, to say nothing of Aboriginals and underprivileged groups.

It was within this context, the recognition by education policy makers that the continual patching of a mono-cultural curriculum with ethnic options, was not making a multi-cultural curriculum and the expressed concern of members of ethnic communities about the culturally deficient education that their children were receiving, that the Multi-cultural Education Materials Project was seen to be necessary. The establishment of such a project requiring the secondment of six bilingual teachers and diverting the project co-ordinator from other research represents a substantial commitment on behalf of the S.A. Education Department to cultural pluralism and a firm rejection of mono-culturalism. The initial aims of the project were:-

> To improve the self-image of the migrant child, or the child of migrant parents, by fostering and developing in each child a pride in, and deeper knowledge of, his or her cultural and linguistic background.
>
> To sensitise teachers and non-migrant children to the different cultures within Australia and thereby correct misconceptions previously formed.
>
> To provide resource material of a non-structured nature to facilitate the establishment of cultural awareness programs in social studies, language and expressive arts, within the primary school.
>
> To improve communications between the school and ethnic communities and thus encourage the involvement of parents of ethnic background in the education of their children.

As a project team, we accepted the challenge of preparing resource materials which would meet the needs of the education department and the ethnic communities. On one hand we had to prepare materials sufficiently flexible for each teacher to develop his or her own multi-cultural program appropriate to a specific classroom and school community; on the other hand we needed materials which were acceptable to ethnic communities, reflecting their culture in

Australia and avoiding the inadequacies of existing materials. To produce an instant multi-cultural kit was impossible. It was, then, to the ethnic communities that we turned as our primary source for the information and advice which would make their cultures accessible to all children. We were not disappointed by the response from these communities although each responded differently. No one had bothered to ask them before, and certainly no one as important as Mr Jim Giles (now Deputy Director-General of Education) had ever written to introduce a project and to seek their support. News of the project, and hence its acceptability, spread rapidly through formal and informal community networks. The team members utilised ethnic radio and ethnic newspapers to communicate with the widest possible community. Many informal community meetings provided further access to the rich treasures of cultural knowledge, as yet untapped.

Each ethnic group had very firm ideas on how its culture should be portrayed, shying away from the folky peasant image long popular in Australia. There were, of course, some communication problems, due perhaps to the different generations and waves of migration, but many of these were eased when the non-political nature of the kits was emphasised. Even those ethnic groups which see themselves in exile, were able to achieve agreement with the project team on the presentation of historical and political events. In fact, it is relevant to mention that materials were being prepared for children as young as ten years, to whom the events of the last war are generally unreal and incomprehensible, but we accommodated the wishes of the ethnic communities as far as we were able in preparing these educational materials. Information not available in English was translated for us, so that all we wrote would be authentic and that deficiencies or inaccuracies in existing materials could be corrected. We were welcomed into the private invisible world of family and private relations which is the core of ethnic culture. This, of course, was facilitated by the personal contacts of project team members and their own familiarity with the cultures about which they were to write. Families lent us treasures, lovingly preserved through the years, to photograph or copy. Women's groups willingly baked traditional foods out of season and prepared elaborate decorations so that we could experience and record the tastes of their cuisine. Many fruitful hours were spent in discussions with individuals or groups who were proud to explain what it meant to be a Serb or Croat, Pole or Greek in Australia, and anxious that their cultural awareness should be shared. All the resources of the ethnic communities were willingly made available so that the rich community life of churches, clubs, Saturday schools, ethnic newspapers, as well as traditional music and dance, could be recorded in our materials. We welcomed their gifts as we accepted their criticisms knowing that we would all be richer for the experience.

Our secondary source of information was a series of ethnic teachers workshops to which teachers from the community and schools were invited, to assist the project team members in shaping the collected information into a form suitable for primary school children. This combination of ethnic background and teacher training enabled continual testing and criticism of the materials in the very classrooms where they were to be used. Many of the resource cards represent the collective wisdom and inspiration of these ethnic teacher workshops. Other teachers drawn into the development of these materials were able to ensure that the reading level and structures of the language in the resource cards would not disadvantage children learning English as a second language.

Having amassed a great body of information and ideas, the project team was still faced with the problem of presenting Italian, Greek, German, Dutch and Polish Culture, to say nothing of the many cultures from Yugoslavia, in a form which was honest and not sentimental, interesting but not stereotyped and, above all, relevant to children in Australian schools. We decided to prepare resource cards covering the elements of culture suggested by the ethnic communities. Remembering the superficial or stereotyped presentation of many existing social studies books, we used our community information to ensure that we discussed or explained not only colourful folk culture and tasty foods, but also the realities of family relationships, communication problems, changes in life style, special skills or talents, homesickness and ethnic pride. To facilitate cross-cultural studies the materials were given a common structure, so each ethnic unit explores the themes of Food, Family Life, Community Life and People and Places, using resource cards, slides, a cassette, maps and other items. For convenience, but not as a prescription of use, all materials are coloured, coded and numbered. Within the section labelled 'Food', a child can find information about food for celebrating special occasions, legends or historical facts which relate to food, some simple recipes to cook, activities on how and where to shop, ideas about table manners and cooking styles and much more. All of this information is linked to the child's own familiar environment. The 'Family Life' section explores the relationships between the generations in Australia and in the original homeland; it records the celebrations from birth to death, holy days and holidays. We have a special celebrations calendar which records these days. Family Life, we believe, stresses the common human experiences expressed in culturally different forms. We have used the Community Life section to introduce the ethnic communities of Australia with their churches, clubs, Saturday schools, preservation of language, community observances, traditional folk crafts and music, as an enriching element in Australian society. In the 'People and Places' section, we provide information on those aspects of a culture which are sources of ethnic pride ... famous people, historical events, great discoveries, significant places or tourist attractions. As a deliberate policy we tried to weave history and geography into the other sections, but there were some items relating to the countries of origin which fitted only into this section. The contributions which have been made in Australia by people of migrant background are also highlighted in 'People and Places'.

We designed the Multi-cultural Education Materials as a resource kit for schools to facilitate the development of a multi-cultural curriculum and, although emphasis is on those topics customarily assigned to social studies lessons, we have provided resources within the kit which teachers of community languages, physical education, arts and crafts, music and domestic arts will find helpful in adapting their curricula. A comprehensive teachers handbook accompanies the kit, providing additional resources for the teacher and many teaching ideas and suggestions. This is a resource kit, not a teaching program and, along with the school's other resources, it should be accessible, flexible and well used. It is, however, only a beginning for there are other cultures from which the school can draw information. We believe that the Multi-cultural Education Materials will provide resources for a more culturally enriched education for all children. To the project team it symbolises the gifts of the ethnic communities to the wider Australian community.

SCHOOL LIBRARIANS AND PUBLIC BROADCASTING

Keith Conlon, Producer/Manager, 5UV, Adelaide

(This session took the form of a seminar discussion and this transcript is edited from an audio tape recording.)

KEITH CONLON

My aim this morning is to try to inform you as librarians of the development of the third sector of radio, public radio, so that you can:

(a) mine its software;

(b) treat it as a resource;

(c) help link it with the community; and

(d) participate in public radio programming and policy.

I hope I can persuade some people to get involved in public radio as well as using it as another tool.

One of the problems of public radio is that it has a very low profile; there may be stations in your area that you know little or nothing about, despite the fact that you are in the same broad information business. Public radio is low cost, which means low advertising and low contact with you. I would like to hear your ideas, as we discuss what public radio can do for you as librarians and vice versa.

First, some background. Public broadcasting is a relatively new sector of radio. 5UV is proud to be the first of the public stations on the air, just over six years ago. Public broadcasting tends to be defined in negative terms, that is, that it is non-commercial and non-national. (Sometimes we are defined by others even more narrowly as being 'not popular', that we should not broadcast material with mass appeal.)

There are 15 public stations on the air around Australia at the moment. They stretch from Brisbane to Perth, with some provincial centres having them as well as the capitals. We are now in the middle of a round of public broadcasting hearings, considering the granting of licences all around Australia. Just over half of the hearings are designed to bring stations like 5UV properly under the Broadcasting and Television Act, to legitimise our operation. We have been living in a twilight zone as 'experimental' stations.

There are also new licences being issued at the same time. Within about twelve months there will be something like 28 public radio stations around Australia. We will be under the Broadcasting and Television Act, and under the Australian Broadcasting Tribunal. The Tribunal and its Self-Regulation document (*Self-regulation for broadcasters?* Australian Broadcasting Tribunal (AGPS) Canberra 1977) says that the essence of public broadcasting is "the fulfilment of a need for alternative programming, and the development of a new relationship between broadcasters and audience". So public radio is for people who are dissatisfied with the present system, particularly as they have no say in it. Public radio attempts to meet the needs of those people.

Public radio covers a wide range of approaches already and we hope it will get wider. We do not want to define it absolutely; we want it to enable people to do other things with radio, things that are not being done now by the commercials and the nationals.

As examples, let's pick three or four types of public radio stations around Australia.

2MBS-FM, Sydney

The flagship of public broadcasting in Sydney is 2MBS-FM. Their program guide looks very much like *24 Hours*, which is, of course, the ABC's FM guide. They are run by a Music Broadcasting Society, primarily interested in classical music, but extending to fine music of other kinds as well - jazz, alternative rock, folk, so on. Mostly classical music, however. 4,500 people pay $25 per year subscriptions to it, so it has a genuine listener - support base. It also runs specific capital appeals, for instance, for its new premises at St. Leonards in Sydney, or for a new grand piano for its live studio. It has about 300 volunteers a month which make the station go. It has 2½ paid staff, with one extra at the moment on a Schools Commission grant. All the rest are unpaid volunteers. They have no engineer, for instance. They have a technical committee which has built the station and the transmitter and maintains them.

Their educational component which is most likely to relate to the needs of school librarians consists of programs like 'Instruments of the Orchestra' and the Tintner Lectures by Georg Tintner, borrowed from Radio Canada.

Under new rules, 2MBS-FM will be known as an 'S' type station, a special purpose station.

3CR, Melbourne

A very different kind of station, and more controversial, particularly since the *Bulletin* gave them a front page (June 27, 1978), is 3CR in Melbourne. It is run by the Community Radio Federation, which is a body of 130 plus community groups, large and small, ranging from large trade unions to small writers' groups. 3CR is unashamedly 'pro-working class', as they put it. They say that their job is to fill the gap left by the middle-class oriented mass media. They have a very wide range of programs, from predictably hard-line doctrinaire programs (and that is what got on the front page of the *Bulletin*), to absolutely inoffensive community programs. 3CR has been criticised because some of the minority viewpoints - which are public radio's business - are unattractive to most people. They have 1½ people on staff and up to 300 or so volunteers involved every month.

3CR is very interested in children's programming, because they recognise that commercial radio completely neglects that area. We can all remember children's radio on commercial radio as well as the ABC, but it no longer exists. I think public radio will start to bring it back.

When 3CR comes up for renewal of its licence in the next round, it will be a 'C' type station, a community station representing community interests.

2ARM-FM, Armidale

A provincial station similar in its structure to 3CR, but a very different kind of station, is 2ARM-FM in Armidale, N.S.W. It emerged out of a Radio U.N.E. campus student station, but has now completely converted itself into a co-operative society station run by a community board. It is in the middle of Country Party territory and so, compared to 3CR, it has a much more conservative flavour about it because that is the nature of that community. However, it is probably unfair to say that it has a conservative flavour - it has *all* flavours. For instance, the ALP has a program called 'Shopping Basket' ... shopping hints, which is presumably not a hard-line leftist program. 2ARM-FM has everyone from the Country Party to the ALP on it. It has about 100 regular volunteers and one paid person. It broadcasts a mixture of music and spoken word, made by the people of Armidale. A couple of programs of interest to librarians are 'Library Talk', made by someone from the City Library, and 'Story Time'.

5UV, Adelaide

5UV is another kind of station. We represent the category 'E' licences, which means we are licenced for "continuing education purposes and the cultural enrichment of our audience", in the words of the Minister of Post and Telecommunication. We hope that 'cultural enrichment' stays fairly vague, as we would like to do a lot more than strictly educational work. As a university station we are, however, keen to retain our educational character.

We are run by the Department of Continuing Education of the University of Adelaide. This Department is directed by a Board of Continuing Education which has university representation, community representation, and representation from some other continuing education agencies - Department of Further Education, W.E.A., Country Women's Association.

We have a very mixed set of programs, ranging from non-credit courses to music to ethnic broadcasting. I would like to use 5UV's programs as a model to show how you, as librarians, can get involved in public broadcasting, and I will come back to that later.

Community Stations

One type of public broadcasting which I have not mentioned, because it is not being considered in the present round of hearings, is a group of sub-metropolitan stations, which will be a bit like the provincial stations. They will look towards local community needs and issues. One example of these in Adelaide is the Para Broadcasters Association, covering the new northern suburbs a very big area of Adelaide. This Association will be a mixture of institutions and community-minded individuals, including representation from colleges, schools and local government, who will also provide financial support. Major policy control will be in the hands of individually elected representatives of the community.

The Broadcasting Tribunal seems to be taking a fairly generous line on these sub-metropolitan stations. They can get on the air fairly cheaply, even compared to a station like 5UV, so the Tribunal will not be asking if they will still be around in five years' time. It might be that these stations will come and go - Bruce Gyngell, the Tribunal's Chairman, has said that we should not be afraid of failure in this area.

Resources for Librarians

Coming back to 5UV as one model for involvement by librarians, an educational station will probably give more opportunities for provision of software than some others, but all public stations will repay you getting involved.

5UV has a scheme whereby we send four copies of our monthly program guide to all secondary teacher-librarians in the greater metropolitan area. This is an Education Department funded scheme. And we encourage those teacher-librarians to distribute the program guides to keen teachers, or use them in their school in the way they think will work best. We also encourage them to record programs off air in the school. This is by far the cheapest form of distribution and also avoids some problems of copyright.

Our emphasis is more on secondary curriculum resource material than on primary. There is some teacher-related material that is relevant, both formal teacher-extension material and informal material. For example, if you have a keen science-oriented primary teacher, then there is material every week that will be of interest to him or her.

'First Year Out' and 'A Class of Your Own' were two induction courses for new teachers, both funded by the Schools Commission, and we have another one due to go to air early next year with a working title of 'Social Work in the Classroom'. This is concerned with the informal but important role of the teacher in dealing with problems in the classroom.

We have produced some straight curriculum material - 'Matriculation Music' has been run once, and then revised and run again. This is one area we might develop because it is a changing area and there is a dearth of material. This sort of thing is too specific for the ABC and so there is a real teacher-extension role for us and a provision of resources role too.

I hope that there will be more exchange of materials between stations, as the different types of public radio stations develop. I think 5UV ought to be expected to turn out material for exchange, as we are extravagantly funded in comparison with other community stations. That is so, of course, because we are doing this level of specific production work.

At present there is a loose network for exchange of materials around Australia. The community stations and provincial stations are, by their nature, not so involved in this, because their programs are very local. But some programs that they make will be suitable for exchange. We have taken programs from 2XX, 3RMT and 2MBS and one of our writers' programs is taken by eight stations at the moment. As a result it has turned into a national writers' program, rather than just being Adelaide-based.

Exchanges will be increasingly important in financing major programs or series of programs. We are finding that to recoup our costs on a curriculum series such as 'Jane Austen', for example, we need to run it about three times, somewhere else for a fee and sell it nationally as well. Such programs should also be available on cassettes, particularly for schools outside the broadcast area.

There is a need for a reviewing service of pre-recorded cassettes, perhaps through the existing school library journals, or through education department channels. People in schools need to have some independent information about the suitability and value of such materials.

Librarians' Involvement

If people outside present public broadcasting areas want to set up their own station, my suggestion would be that they look to institutions for assistance. Schools or colleges may be able to provide some room, or perhaps even more resources than that. Somebody starting a community station needs premises, studio and transmitter equipment, and a transmitter site. They need to think about what sort of programs they want to broadcast and therefore what sort of people they need in the core group to make it happen. It seems to me that a station like Armidale is living on borrowed time with only one paid person as co-ordinator, unless it can keep up a stream of co-ordinators. A position as co-ordinator, in the centre of a large number of people constantly enabling them to broadcast, is a very demanding and draining one. I think that most community stations will need to build up to three or four paid people (which is very small, of course, compared to a commercial station) if they want to get into all the things which open up once they start a community radio station. 5UV has a paid staff of 12 and a station like Armidale says "What do you do with them all?" And yet, of course, we are running around like scalded cats, because there are all kinds of jobs we can see, which do not get done.

There is, too, a great deal of untapped talent in the community. 'Over Sixties Radio' is something we would like to get into. People get put out to pasture at 60 or 65; they've got 20 years to live and very often have enormous energies, talents and experience. Public radio would be crazy not to provide for those people and give them an outlet.

In conclusion, one cannot say what every community should do in starting a community radio station. There are common basic requirements, but how these should be achieved will vary in every place.

ALTERNATIVE RESOURCES

Gael Fraser, Librarian, The Parks Community Centre, South Australia

GAEL FRASER

Two years ago I sat in a lecture theatre at ANU and listened to Henry Schoenheimer deliver an impassioned plea to teacher-librarians. His paper, entitled *The School Librarian and The New World Order* reflected the view that:

> "educators, teachers and parents must develop a global perspective of values - peace, economic welfare and social justice for all mankind - if we are to survive as a civilisation".

Schoenheimer was particularly concerned with forging real links with third world countries. The connection with my paper is twofold.

(1) There is a demonstrated need for change and development of values and attitudes.

(2) I think, as Schoenheimer did, that teacher-librarians can foster this sort of change: I am suggesting, however, by my topic a link up with community based alternatives. (I might add, in parenthesis, that I also remember Doreen Goodman's conviction, also at the 1976 ASLA Conference, that teacher-librarians are being pressured from all quarters to provide information services.)

Before looking at the sort of resources that are available I would like to put the term 'alternative' in perspective.

(1) Firstly, I want to talk about the term itself.

(2) Secondly, I want to examine both the need for alternative modes of behaviour, social structure and their manifestation.

(3) Thirdly, I shall touch on the scope of what is meant by Alternative *Community* Resources.

(4) Fourthly, I want to look at the accessibility of 'alternative' information. How do you tap into these networks?

At the end of this talking session you might like to ask questions and look at some of the materials. (If there seems to be an imbalance of non-sexist materials and the rest, it is simply due to the relative availability.)

I have the feeling that a number of people are wondering what this term 'alternative' means; alternative to what? I must say I have been wondering about this question over the past couple of months - and I have come to the conclusion that, while it is not quite so difficult to work out the aspects of mainstream society which demand alternatives, it is somewhat less than satisfactory if we push those alternatives into neat confined stereotypes.

So, for our purposes I want to look to an understanding of 'alternative' as an umbrella term. For some of you, under one edge, we may find a long-haired, blue-jeaned, communal dwelling, whole earth, health-food eating, yoga practising, dope-smoking counter cultural freak. For others, and under an opposite edge, it may mean employing UWASIS as the base index for operating an Australian data bank on Human Services Information. Since the next step is to fill in the gap between these extremes, I am going to rely initially on the sort of definition used previously in a discussion on small press books. To begin with, it seems safe to say that mainstream Australian society, and many of its observable attitudes, rest on what is familiarly known as the 'Protestant ethic', the desirability or goodness of work; it may also be seen as a 'modern, urbanised society; class ridden, class hating, class divided between the owners and workers'. It is a society in which the power lies overwhelmingly with the white, male, heterosexual, capitalist, middle class. One needs only to examine the structures of our institutions - be they schools, industries, governments or multi-national corporations to discover that this is the case.

By and large then, the media resources and services available to the public reflect this stratification of society. As a corollary it seems very much the case that the sort of information service withheld from those less powerful means that they are unable to compete or pose a threat to that hegemony. Consider the influence of advertising in the media on a consumer based society; consider the amount of money devoted to defence as opposed to social development; consider the emergence of birth control devices: research done on male and female birth control pills showed that the effect on women was nausea, weight gain, loss of libido and for men was nausea, weight gain, loss of libido. The female pill was marketed; research on the corresponding control device for men was slowed down.

Now if we get back to my 'alternative' umbrella we can find underneath it individuals or groups striving to change their own lifestyles or to change the structures which I have suggested dominate our social organisation - or both. Perhaps then, what I am suggesting is that 'alternative' is a word which covers a range of activities - some very personal, some systematised - all contributing towards a state of positive development and change in everyday life.

In concrete terms the measurable needs for alternatives and their development are easily recognised. You will be familiar with these examples.

ENERGY	fossil fuel is running out, therefore solar energy is seen as a positive alternative to the effects of uranium use; e.g. FOE (Friends of the Earth) or CANE (Campaign against Nuclear Energy).

HEALTH	food has a direct effect on our well being: research has shown how necessary unprocessed, fresh, uncontaminated food is for healthy human beings. Look at the proliferation of health food shops and the need for discrimination in buying from them; e.g. Clear Light Bazaar in Rundle Street, Adelaide.
EDUCATION	Continuing education for a society which will be characterised by high unemployment is recognised as necessary in order for people to achieve personal fulfilment, to keep up with change. So we have a move towards 'open' education and 'learning exchange' models - for people of all ages - studying anything.

I think I can present you with a more concrete example of what I am coming to understand as alternative if I compare some manifestations of the Women's Movement. While all of these phenomena existed originally on the energies and determination and convictions of the women involved, it is interesting to note the varying degrees of institutional influence and support.

1. *Women's Movement Children's Literature Co-op* - started a few years ago in Melbourne. A group of women, concerned about the sexist nature of children's literature, decided to write and produce their own books. Some years later we see a contrast and growth.

   Example:

Picture Books	*Working Women*
Own Funds	School's Commission Funding

2. *Women's Community Health Centre* - operates as a collective

   - includes professional, non-professional staff who share operation of centre;
   - is now government funded - severely cut back;
   - aims at promoting healthy people (preventative need) concerned therefore with industrial working conditions; whole nature of health problems;
   - responds to community need by helping groups to establish as demand occurs; and
   - gradually gaining acceptance by non-English speaking, working-class women.

3. *Women's Studies Resource Centre* - also established as result of collective feminist activity. It has gained funding from the Education Department and exists within that structure while opposing it to some extent. The Education Department representatives may not approve but recognise need and validity of the Resource Centre's service.

4. *Women's Adviser in Education Department*

   Women such as Denise Bradley, of whom some of you may have heard, work within the bureaucratic system to bring about change. She is concerned to change curriculum, to develop policy which will open up careers for other women working in the Education Department. She has currently received $14,000 from the Curriculum Development Centre to develop non-sexist materials which have been waiting for three years since their first appearance at a Melbourne CDC conference.

Perhaps a more concise example of what I am talking about is the contrast between John Berger's *Ways of Seeing* and a video made collectively in Sydney called *The Greatest Advertising Campaign Ever Known*.

The first is a BBC series of four colour programs in which John Berger analyses the social interpretations of the Western painting tradition. It is a sophisticated production which provides a new perspective on art - one which goes beyond technically limiting art criticism.

The second is a tape made of the Sydney anniversary of the 1975 Kerr Coup. It includes footage of media workers describing their view of what gets into the papers or onto the T.V. It contrasts, for example, the actual footage shot by Channel 7 and what came on the national news coverage.

You can see then the point which I am attempting to make - it is difficult to draw neat 'alternative' boxes.

Now, if I can briefly describe the scope of the more specific term Alternative Community Resources, we can move on to the last question of access.

In general terms, if we look at what are commonly represented by alternative community activities, we see the following groups emerge:

- Women
- Migrants/Non-English speaking
- Aborigines
- Gays
- Children
- Economically disadvantaged
- Counter culture.

Attempts to meet the needs and interests of these people have resulted in the formation of Alternative Community Centres which provide some or any of the following services:

1. Health - service information, e.g. Women's Community Health Centre
2. Social Service Information - WCHC, Migrant Information Centre
3. Media/literature provision
4. Media Production
5. Legal Aid
6. Shelters (adolescents, women)
7. Environmental policy, determination
8. Recreational activity, e.g. Box Factory.

Characteristics of Alternative Community Activity are mainly positive. The people involved are generally constructive, helpful and friendly. Because the groups often depend on waves of momentum to fuel them (rather than much money or good facilities) there is sometimes the consequent result of lack of continuity and some disorganisation.

A good example of the positive aspects of alternative community activity was a visit to 3CR. The North Melbourne Residents Society had done a program on carbon monoxide poisoning. A few friends got together - one wrote the script, a second operated the studio, a third contributed Jelly Roll Morton as the filler music. It was a splendid program - and it was amazing to see virtual 'amateurs' put together a useful, informative entertaining session and hear it broadcast on radio. We are conditioned only to accept traditional media coverage.

I hope this has provided you with a broad concept of *alternative* as well as insight into the sort of Alternative Community Resources around. In themselves they represent the sort of changed attitudes and values I referred to earlier - they are worth making contact with if you are concerned about community based change.

ALTERNATIVE COMMUNITY RESOURCES

(a handout given to those present at the session)

Alternative resources are generally a little harder to come by than mainstream productions. You need to find your way into existing alternative networks which generally operate very much at a community level. The following are intended to provide Adelaide people, at least, with some contacts.

Similar community groups operate in every major Australian city - a good place to start is the 'phone book. A visit to one such centre could well provide you with a range of contacts and 'phone numbers for a variety of information sources.

1. *Alternative Community Resources in Adelaide*

	Centre	*Address*	*Phone*
1)	Conservation Centre	310 Angas Street, Adelaide	223 5155
2)	Friends of the Earth (FOE)		
3)	Inspect		
4)	Campaign Against Nuclear Energy (CANE)		
5)	Community Media Association	3 Norman Street, Woodville	268 1188
6)	Experimental Art Foundation	169 Payneham Road, St. Peters (The Jam Factory)	42 4080
7)	Migrant Information Centre	13(e) Kilkenny Rd, Woodville Park	268 4937
8)	South Australian Media Resource Centre *Contact:* Cate Kelly	1 Union Street, Adelaide	223 1600
9)	Women's Art Movement	233 Rundle Street, Adelaide	223 1809
10)	Women's Community Health Centre	6 Mary Street, Hindmarsh	46 6521

11)	**Women's Studies Resource Centre** *Contact:* Sylvia Kinder	97 Grote Street, Adelaide	51 5551

2. *Bookshops*

	Bookshop	*Address*	*Phone*
1)	Bookmasters	87 Grenfell Street, Adelaide	223 6463
2)	City Books	103 Gawler Place, Adelaide	212 1563
3)	The East Bookshop	Rundle Street, Adelaide	
4)	The People's Bookshop	257 Angas Street, Adelaide	223 6767
5)	Theosophical Society Bookshop	334 King William, Adelaide	212 5356
6)	Third World Bookshop	103 Hindley Street, Adelaide	212 2576

3. *Review and Selection Sources*

Title/Organisation

General

1)	Alternatives in print: Catalogue of social change publications	Glide Publications, 330 Ellis Street, San Francisco, California, 94102
2)	International directory of little magazines and small presses	Dustbooks, P.O. Box 1056, Paradise, California, 95969
3)	Small press record of books in print	
4)	Small press review (U.S.)	
5)	Small press review (Aust.)	Tom & Wendy Whitton, P.O. Box 197, North Sydney, NSW, 2006

Non Sexist

1)	*Sugar and snails: a counter sexist children's booklist*	Women's Movement, Children's Literature Co-operative, c/62 Relowe Crescent, Box Hill North, Melbourne, VIC, 3129
2)	Sugar and Snails Books	P.O. Box 119, Mooroolbark, VIC, 3138

3) Feminist Bookshop	204 Rowe Street, Eastwood, NSW, 2122	858 3563

Films

1) Australian Film Institute's Vincent Library *Contacts for Booking:* Susan Lambert & Peter Howard Catalogue: $3.60	81 Carlton Street, Carlton, VIC, 3053	347 6888

Ethnic Issues

1) Clearing House on Migrant Issues (CHOMI) *Publications:* Migrant Action CHOMI DAS CHOMI Reprints Bibliographies Kits	133 Church Street, Richmond, VIC, 3121	42 4948

Education

1) Australian Women in Education (AWEC) *Contact:* Women's Studies Resource Centre *Publication:* Bluestocking		
2) Radical Education Group (RED G) *Publication:* Radical Educ. Dossier Also produce kits	P.O. Box 197, Glebe, NSW, 2037	660 7575

4. *Community Information Guide*

In the past there have been the *Alternative Pink Pages* for Adelaide and Sydney and *Alternative Yellow Pages* for Melbourne. However, the most recent publication (and most useful) has been:

Sydney Inside Info:	Horan Wall & Walker, P.O. Box 8, Surrey Hills, NSW, 2010 $3.75	31 3277

This guide gives comprehensive access to all community based activity in Sydney as well as providing Government Information, a where to eat section, etc.

It is invaluable to anyone in Australia for the contacts it provides. There should be one for every city.

DEVELOPMENT OF PUBLIC LIBRARIES IN SOUTH AUSTRALIA

J. A. Crawford - Chairman, Libraries Board of South Australia

J. A. CRAWFORD

It is Government policy that we should strive to provide a state-wide free public library service, a policy which I am sure would find favour with all professional librarians!

It remains, therefore, the Libraries Board major responsibility to achieve this goal.

It has taken 23 years to see established in South Australia 42 public library services or service points, of which, to this stage, 28 are in the metropolitan area and only 14 of these services, including three school community libraries, are in the country.

Most South Australian librarians would be aware that in July of last year, the Library Services Planning Committee was set up by the state government, with quite extensive terms of reference, which included the consideration of a plan the Committee might recommend to the government which would see established public libraries for the majority of South Australians on a state-wide basis. Only recently has the Committee been able to complete its report and present it to the government.

Until such time as that report is available for public comment I am not in the position to quote specifically from it. However, based on information provided to the Committee at its public hearings and in the submissions received, there are certainly some matters which can be commented upon in general terms.

Firstly, there is no question that well developed public libraries have a significant role to play in fulfilling the recreational, educational, information and research needs of the population. Good local government public libraries are attracting up to 40% of their people as clients, a very high usage of a community facility, probably not equalled by any other community facility created by local government which has such a wide-spread appeal to the whole population - children, teenagers, adults and elderly people.

If we are to fulfil the Government's policy to see library facilities available to most South Australians, then there are two ways by which this objective can be achieved. Firstly, we could establish a state system such has occurred in Tasmania. This could be achieved if the Libraries Board had sufficient funds made available by the government so we could then set about planning and development of library services for the whole state on a rational basis. There is no doubt that within a reasonable period of time such a state-wide service could be established albeit at a considerable cost to the government.

Alternatively, we can proceed with the more active promotion of public libraries through local government, which is present government policy, and which is the policy the Board is currently pursuing with considerable vigour.

Our experience to date indicates quite clearly that the second method will not be easy, in fact in many ways it will be quite frustrating. Mostly because local government, particularly in country areas where populations are small and consequently with a lower revenue base, do not regard libraries generally as high on their scale of priorities for new community facilities. Local government in the country has many other costs to bear which the elected officers of local government regard as more pressing if they are to meet the priority needs of their ratepayers. Maintenance of country roads, the appointment of weeds officers, the support of country hospitals, are just three areas of expenditure which always seem to have high priority. Nonetheless, those country towns which have established public libraries can be proud of the progress made, with every library an outstanding success and most of them already expanding or planning to expand facilities to cope with the increasing use made of their libraries by their ratepayers.

We have found through our experience in talking to many local government authorities over the last 12 months, some difficulty in convincing councils they should commit themselves up to perhaps 6% of their rate revenue to the establishment of a public library.

Our task is made no easier because of the 160 institute libraries still in existence in South Australia because so often these are regarded as being satisfactory for local community needs. Nothing, of course, could be further from the truth, but a real sales job is necessary to convince local government in this day and age that institute libraries are quite incapable of meeting the needs of a well-informed, better educated public.

In broad terms, if South Australia is to have even a reasonably basic state-wide library service, then about 93 more service points will be required.

These will not all be traditional static libraries although in major population centres static libraries can be justified. In other small communities, we will obviously have to be satisfied with the development of school community libraries, (a relatively inexpensive way for local government to provide an initial library service in areas of limited population). In some areas, we would hope that existing public libraries could act as a base for a regional service.

Perhaps one good example of this would be at Port Augusta where there is already a progressive library supported by a progressive council. This library could well serve as a base for branch services to be established in nearby towns such as Quorn and Wilmington, towns which on their own probably cannot justify the infrastructure involved in a public library service. In other parts of the state, again on a co-operative basis, we would hope some councils would combine to provide mobile services where there are a number of smaller townships within adjoining local government areas to be provided services, which again cannot justify individual public libraries of the traditional type.

In other areas, we would hope that institutes would agree to dissolve and their premises used as book depots or as branches of a regional public library.

The multiplicity of options open to us, may necessitate some variation from the current methods of funding public libraries particularly in the country areas by way of a 50/50 subsidy for all the reasons I have mentioned, the most pressing, of course, being the financial contribution we can expect to obtain from local government if library services are to be developed in many of the country areas serving relatively small populations. For example, in New South Wales the state will not support a public library when the population is less than 10,000. In the South Australian situation if this policy applied we could not develop more than perhaps five or six more libraries in the country.

Local governments traditionally are parochial, there are not too many examples where local governments are prepared to combine in the provision of jointly owned or operated services and this presents a challenge to the Board as it goes about its task of promoting libraries throughout the state.

Nonetheless, we cannot be daunted by this parochialism and it will be our job to convince councils in areas where joint services ought to be established, of the economies such a joint facility will provide. Obviously as we gain more experience in our entrepreneurial role dealing with local government in the country, we can inform the government of the problems existing should we continue to run into difficulties in convincing local government within a reasonable time of the need, in fact of the essential nature, of public library services to serve their ratepayers. Thus, new public libraries to be developed in the first instance will be somewhat of a polyglot nature, static libraries, mobile services, school community libraries, shop front libraries, converted institutes.

Personally, I have no fear of, nor do I expect we will be overly criticised, if initial services developed are of a very basic kind because I am more than confident from the experience gained over the last 23 years that once basic services are established, the demands upon them by the users will ensure their development into a more comprehensive, more useful library, perhaps even more than the councillors who reluctantly agreed to their establishment could foresee at this time.

As we are able to increase the number of library services, we hope to encourage the integration of information services into public libraries without them necessarily being the sole preserve of information resource material. Libraries, however, are essentially an information resource centre already and it is logical to suggest this additional role is one best suited to libraries as the central focal point of information of all types in a local community.

Needless to say, the establishment of a state network of public libraries will be costly, both to local government and to the state. In some areas, quite obviously, the standards in relation to books, building and staff professional librarians might like to see will have to be waived.

In South Australia, about 70% of the population lives within a 60km radius of the city and therefore further development of public libraries in the metropolitan area is a matter of high priority because at least there, with most councils having a more adequate revenue base, it should be possible to see the earlier establishment of a complete network of metropolitan libraries to which people have reasonable access.

To indicate what can be achieved, I think it is pertinent to comment upon the success we are having in the development of the ten new service points in the Western Suburbs as a result of a special grant provided by the state government some 14 months ago.

As you would mostly all be aware, the only existing public library in the Western Suburbs has been at West Torrens, a library providing not only a service to its own ratepayers but to many ratepayers in the adjoining suburbs of Glenelg, Henley, Grange and Woodville. I do not wish to elaborate on the work undertaken by the Library Services Planning Committee which has led to the impending establishment of these libraries other than to say that in spite of the very generous financial support the government was prepared to provide the Western Region councils to overcome the absolute paucity of library services, it was not as easy as we had first thought it would be. However, through discussions, coupled with some fair degree of 'horse trading', we will, in this current six months to the end of December, see all of these ten service points established, thus a population of 200,000 people up until July entirely dependent upon the West Torrens Library will now have ten other services available to them.

These will include a mobile service in West Torrens to complement the existing library, a full time mobile service in Henley and Grange for the next two years while that council determines the possibilities of establishing a static library, which of course it badly needs, the recent opening of a shop front library in Semaphore, the conversion of the Institute Library in Port Adelaide to a static library plus a full time mobile library to service areas not adequately served by the two static libraries in the Port Adelaide area. In the case of Woodville, a static library in the West Lakes Shopping Mall, which opened in July and which is already an outstanding success, a further static library adjacent to the council chambers in Woodville Road, and a mobile service operating in the outlying areas of the Woodville Council servicing 23 service points on a nine day regular roster basis.

In the case of Hindmarsh, a static library in leased premises on the Port Road and finally, in the case of Thebarton, an interesting experimental mobile service with particular emphasis on material suited to the large ethnic population, predominantly Greek and Italian in that area.

It can therefore be done and perhaps the experience we have gained in discussions with councils in the Western Region will hold us in good stead as we go about the job of promoting libraries throughout the state.

Over the last 12 months we have had extensive discussions with councils as widely spaced as Ceduna in the west to Penola in the south-east, including all the Riverland Councils and many others in between. We are getting our message across but councils are not necessarily going to establish libraries just because members of the Board visit them to extol the virtues of a public library. It will take time and hopefully councils will, as their financial priorities allow, appreciate the need to provide public library facilities and eventually there will be a response from them.

A classic case is the recent decision by the District Council of Berri to build a public library as a result of a meeting the Library Services Planning Committee held in that town some months ago. I have no doubt that once the Berri Library is operating there will be a clamour by ratepayers in Renmark and Loxton for similar facilities to be available to them. So perhaps by example will the development of public libraries spread throughout the state.

Quite obviously, we still have a problem with the 160 institute libraries which includes human probems apart from the practical ones. In many of these country towns the institute libraries have served their community well and faithfully for many years usually on a remuneration which those of us here today would regard as a pittance.

To many people these small institutes have become somewhat of a focal point for an occasional yarn with the institute librarian. There has been some reluctance by councils to insist upon the dissolution of institutes in favour of public libraries because of what would happen to the existing librarian. It is our view and I think we have been able to convince councils up to this stage that with the formation of public library of one type or another, there will be a place within that system for the displaced institute librarian, at least on a part-time basis, which, after all, is the manner in which he or she has been employed up until now.

Unquestionably, the days of the institutes are numbered. They cannot provide the depth of service of a modern public library and I think it is fair to say that the government is not keen to provide finance to operate a dual library system throughout the state.

There will be no overnight cessation of institute libraries but I believe it is fair to say that once a public library is established in a town then there is no further justification for the government through the Institutes

Association to keep on funding the institute library which can only offer an inferior service.

There are no institute libraries in South Australia which offer any reference material, which even provide a reasonable range of material for either children or for elderly people, their stock is virtually light fiction to suit a very limited proportion of the community. Whereas institute libraries might appeal to perhaps 5% of the population, public libraries, as I have said earlier, can attract up to 40% of the population and so there is no way by which institute libraries can continue to function effectively once a public library is established. So you can see there are a number of problems to be overcome!

Finally, it is probably pertinent to comment upon the structure which will be needed for the development of a state-wide system of public libraries.

In February of next year the Public Libraries Branch will transfer to its refurbished premises at Norwood. I hope it can then operate in a more self-contained way with sufficient support staff to be seen to be really operating a consultancy service to local government public libraries, providing assistance where necessary and, of course, continuing to acquire, process and distribute books, as being the most economical method at this time by which the provision of books can be made available.

We had hoped to re-locate the Public Libraries Branch at Norwood by now, but the additional modifications required in the building to make it more suitable has delayed the transfer which, whilst it is regretted, was, I am afraid, inevitable.

The day, of course, may come when the Public Libraries Branch may find the job of acting as a central procurer and processor of books to be overwhelming and at that time it may be necessary, as in Victoria, for each library to undertake its own acquisition of books and other library materials. I do not think that time has yet arrived, but it is a matter which we will have to bear in mind because the additional costs involved in a centralised acquisition service may, in fact, be greater than can be justified even in relation to the extra costs each local government library supported by subsidy may be involved in for their own purchases.

Quite apart from the dollar for dollar subsidy which most libraries now receive for support of their services from the state, there is in addition a hidden subsidy provided local government through the centralised services undertaken by the Public Libraries Branch which on a collective basis might run into a further half a million dollars a year and from the Board's point of view that is an expense which we may have to reckon with at some time in the future.

Some of you would be aware of the investigations being undertaken into the automation of library support services. We would hope the day will come when there will be a central bibliography and a central computer-based system for the production of catalogues and the recording of loans to limit the labour cost involved to each library in this particular area. I would not like to pre-empt the report on the Libraries Automation Steering Committee other than to say that I think both the Education Department, which has already made considerable progress in this area, the universities, the colleges of advanced education and the S.A.I.T., as well as the State Library and many public libraries, are conscious of the need to rationalise this expensive and time consuming area of their operations, so in the long run something is bound to occur to improve the effectiveness of these operations.

The provision of a state-wide library service is a challenging job for the Board. Nonetheless, whilst at this stage we cannot see the light at the end of the tunnel, considerable progress is being made. New libraries will open in Port Lincoln and Naracoorte in the next month of so. There are plans afoot for a library, as I have already indicated, at Berri, and the Waikerie Council is keen to establish a public library once its rebuilding program is under way. Existing libraries at Port Augusta and Port Pirie are extending their facilities. We are confident a new library will be developed within the next 12 months at Prospect, Unley is on the march wanting to provide a new central library and two branch libraries, a third library at Whyalla, there will be a mobile service introduced into Willunga in the next six months, four school/community libraries are to be opened in the next few months and dependent upon the availability of funds we hope to see also a mobile service in Tea Tree Gully, a branch library in Campbelltown, extensions at Mitcham, a new central library in Marion, the opening of the Parks Community Centre, including a library, just to name a few. We are also looking at the possibility of using some existing high school libraries as a joint school/community facility in the metropolitan area. There are some high schools where existing school libraries are sufficiently well located for reasonable public access and we are hoping to introduce one or two pilot projects. There are discussions taking place also with the D.F.E. for the establishment of D.F.E. community libraries at Peterborough, Gawler and Victor Harbour.

Our plan is to use all existing resources possible where these can be shared on a joint basis so there is no unnecessary duplication of resources, facilities or funds, a policy with which I am sure you will agree.

I would hope that the Library Services Planning Committee Report which the Committee has recently completed will be accepted in full by the government and, if so, I am sure we will then see a more rapid development of library services and hopefully within a space of eight years there will be a state-wide library service and we will no longer have to hide our collective heads in shame of having the poorest library services in Australia.

SCHOOL / COMMUNITY LIBRARIES

J. G. Dwyer, Supervisor of School Libraries, South Australia

When asked to speak at this Conference my recollection and understanding was that my topic was to be "school/community libraries" with some special reference to the local situation. I consider it essential to clarify my terms early in the piece, particularly in view of some Conference publicity which referred variously to my topic as "community libraries" and "community/school libraries". In my view, and in that of other people, the three terms are quite distinct and not synonymous, just as the terms "community schools" and "community education" are distinct. In simple terms I would define the three as follows:

> Community libraries: Libraries provided specifically for the use of the whole community and not primarily for one segment of it.
>
> Community/school libraries: Libraries within community schools.
>
> School/community libraries: Libraries located in school grounds jointly funded and serving as a school library and a public library.

While it is with this last category that my topic will be mainly concerned, I realise that the definitions are far from adequate or precise. Nor do I believe that precise definitions are possible. For example, the last two definitions are not mutually exclusive. I am reminded of a recent learned paper entitled *Community Education - A Red Herring* in which the author states, "Community

Education means, quite obviously, as many things as there are people to try to say what it means .... The very term Community Education is a nonsense because when we talk about education, and I shall certainly avoid the perennial trap of trying to define education, we realise that education cannot exist without the community. It must mean the education of someone, indeed education surely means the education of everyone and everyone is the community. So you cannot really have education without the community for without the community there would be neither the requirement nor the competence for education to exist at all .... It seems .... that we are talking about education of the community and in spite of the community. Indeed Community Education can be used as a term to cover a large number of things, both good and evil."[1]

I have no doubt that you have as little desire as I for me to continue with that red herring. Nor do I wish to draw other red herrings across the trail by elaborating further on definitions. Let me then make it clear that I shall be talking about the combined school and public library, that is a local library service (usually a joint service) operating from the one facility and serving as both the local school library and the local public library, hopefully but not necessarily simultaneously.

It is a matter of surprise to some people that the school/community library concept is far from being a recent phenomenon. Even in Australia there are examples going back to the turn of the century. Nevertheless the provision of joint facilities has not gained prominence until recent times. Because the functions of school libraries and public libraries are seen as distinct, separate provision has been regarded as essential. It is generally accepted that public libraries must cater for the whole community (although one can cite examples where this is interpreted as 'except the school community which has its own collection'). It is also generally accepted that the purpose of the school library is to cater for the specialised needs of the school community (although one can again cite examples where provision is totally inadequate for this purpose).

Without seriously questioning at this stage the validity of separate functions of each type of institution, let us have a quick look at the reality in 1978. An examination of the collections of proximate school libraries and public libraries indicates a remarkable similarity. Of course variations occur, but it will be seen that the majority of materials, especially print materials, in the school library are duplicated in the public library. In basic organisation of materials there is also little difference. Where the major variation occurs is in the method of operation or the function. Because this differs there has been general acceptance of the principle that separate facilities should be provided. Seldom, however, has there been serious questioning of the real need for major difference in operation between the school library and the public library; hence separate facilities have been provided as the norm.

That need is now being questioned. We are being asked, not about the differences, but about the similarities in practice between school libraries and public libraries. We are being asked if the public library can operate in a basically similar way to the school library, or vice versa. These questions are coming at a time of development of co-operative services in library and resource provision by means of networks and similar functions. A strong current also exists for the sharing of education facilities between the school community and the public generally. Such pressures are being occasioned only partly by economic factors. Social and cultural reasons, geographic and demographic influences and a variety of educational factors are also involved. The duplication of public facilities is no longer taken lightly and the need for accountability is perhaps more pertinent now than in other recent times. This calls for accountability and the need for efficiency in services demand that we critically examine the automatic duplication of facilities.

An objective examination of the literature relating to school/community libraries shows some rather interesting facts:

1. Most scribes oppose the concept and the practice.

2. Generally opposition is based on the real or the ascribed problems relating to location, administration, responsibility, control, access and availability of materials.

3. Other factors such as child exposure to adult material and separate organisation of school and public stock are cited as problems but of slightly less magnitude.

4. The most outspoken antagonists tend to be commentators who have not had first-hand experience working in a joint facility.

It is revealing to see that most recent surveys and reports on Australian and overseas school/community libraries indicate success rather than failure. That success is far from uniform, and, in fact, in many cases it is qualified success, reached by overcoming initial problems, changing incompatible staff, experimenting in hours of access, etc. But prejudice still reigns supreme in some commentaries. I am reminded particularly of a recent article in which contributors were asked about the feasibility of the school-based public library. Two respondents favoured the concept and two were opposed; another cited a Canadian experiment involving 11 libraries where the overall feeling was against the practice; finally a survey of 55 U.S. combined libraries showed that 52 supported the concept 'without reservation'. Amazingly the article concluded as follows: "It is interesting that the replies to my question bear out the fact that public library service in a school building is not satisfactory, and this opinion has not changed over the years."[2]

In the past it has been common practice to consider the advantages and disadvantages of school/community libraries and to try to weigh these up to determine whether or not the concept should be supported. In practice, giving a weighting to the respective advantages and disadvantages has been a very arbitrary matter, particularly as some of these are philosophical rather than practical differences. One can now detect a fresh - and if I may wear my heart on my sleeve, a refreshing - approach to the matter. Philosophical differences and consideration of the advantages and disadvantages are being replaced by a consideration of people's rights to, and need of, library service. Authorities are tending to look to the similarities of service and the reconcilable issues rather than to the differences and the difficulties.

What is happening in Australia at the present time bears witness to this. In 1977 I carried out a major survey for the Schools Commission. That survey[3] isolated 21 projects worthy of major study plus many smaller schemes indicating the sharing of resources or facilities. While not all of these could be strictly termed school/community libraries, the majority certainly were and all were aimed at the concept of sharing to make maximum use of resources and to give service to people who need it. Since that time I have come to hear of many more schemes, generally of a minor nature but nevertheless of worthy purpose, so that I am left in no doubt that an Australian experience in this phenomenon now exists and is showing signs of rapid development.

It must be emphasised that the development is far from uniform in type of experimentation, in geographical spread, in grass roots acceptance or in administrative support. I would stress, however - in contradiction of a statement I heard at an international conference recently - that in my experience most of the experiments are being undertaken at the request, and with the pressure, of local groups and not at the dictation of central bureaucracies. Possibly for this reason it is that experimentation is so diverse and that so many patterns are coming to light.

Much as I support local initiative and soundly-based innovation, haphazard development can lead to uneconomic practice, duplication of service, repetition of errors - and then we are back to the lack of accountability. With the present rash of experimentation I believe that there are three missing or inadequate factors of major importance:-

(a) Empirical evaluation or assessment;

(b) Exchange of information; and

(c) Development of guidelines.

So far in Australia there has been only one major project to evaluate a school/community library. This was the evaluation of Boronia by Roy Lundin, an evaluation which caused much dissention. Whatever the reasons for change, Boronia is now a different operation from when the evaluation was carried out so that further in-depth assessment would be advantageous to the profession. One must ask the question just how much is the adverse reaction to the Boronia evaluation the cause of lack of further activity in relation to other experiments. Certainly some subjective and intra-system assessment of other projects is being carried out in an ad hoc way, but such assessments are of limited acceptance.

There appears to be considerable reluctance to exchange information, or at least difficulty in obtaining information, relating to school/community libraries in Australia. Again one must query how much the Lundin experience is the cause of such difficulty. And is it not surprising that the library profession appears so little interested in developing and encouraging a literature in an activity which is actually happening?

As yet no national guidelines have been developed for school/community libraries; the possibility of such guidelines presently seems remote. However, there appear to be three state-based attempts to establish a reasonable approach to development. In Western Australia an official two-person committee looked at the feasibility of a school/community library and recommended that one experiment be approved and tested for two years before any further projects be considered. Progress is still very slow and public information hard to obtain on this issue. An official two-person committee in Victoria has been obtaining information on the school/community library development and intends making a formal report to the appropriate Minister. The investigation has been in progress for about two years and it is anticipated that recommendations will ensure consistent guidelines in future years. Meantime projects in Victoria continue to be established.

South Australia has the only major set of guidelines[4] presently covering school/community libraries. They relate to the provision of those facilities in small, rural areas and set out the conditions allowing their establishment and the procedures to be followed. Nevertheless they provide for a local board of management so that control is at the local level and not centred in a remote bureaucracy.

It is of interest that present Australian library literature contains little in opposition to school/community libraries. Commentaries outlining projects elicit little or no response. One can reasonably say that the profession has no official attitude and would prefer to evade the issue, perhaps hoping that the sore will disappear. Basically authorities which are partially facing up to the issue tend to be education authorities and the odd library board or council. The library profession gives the impression of still wanting to discuss the pros and cons, the advantages and disadvantages, rather than to accept the reality of what is happening. Some professional approach is called for to provide direction, to assess critically and to guide development in a rational manner, not to stifle initiative but rather to give leadership in the development of good practice and the avoidance of mistakes. Let us encourage a positive approach by our professions; but remember we can do this only by becoming informed, interested and involved.

NOTES

1. MORGAN, R.H. "Community education - a red herring." *The community and education.* Carlton, The Australian College of Education, 1977, 104-105.

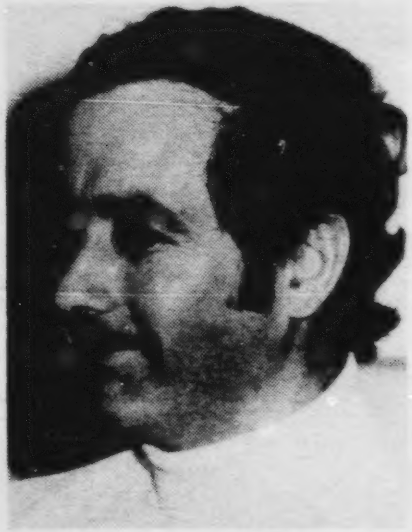
2. *American libraries.* Jan 1978, 29-30.

3. DWYER, J.G. *Co-operation or compromise: school/community librarians in Australia.* Adelaide, 1978.

4. South Australian Education Department. *Community use of school libraries.* Revised ed., Adelaide, 1976.

COMMUNITY EDUCATION

Chris McCabe, Principal, Burra Community School, South Australia



CHRIS McCABE

Mr Chairman, Ladies and Gentlemen.

Before I refer to the role of the Community Library at Burra Community School, I feel obliged to refer to the role of a community school and the purpose of community education.

Twenty years ago a student took his place in a community that was relatively stable, prosperous and secure. In the interim period there have been rapid changes - changes in technology, employment prospects, leisure, personal relationships, life styles and in social and moral values.

It is against this background of change that the call for the school to play a more significant role in community education and community development is being made. Basic to an understanding of community education is an acceptance of three closely related ideas:-

1. that everyone of us, regardless of age, economic status or educational background has unmet wants and needs which require the help of others for their solution;

2. that people in every community have untapped skills, talents and services to share with others; and

3. that in most communities there are many facilities that go unused for a large portion of the day and evening.

If these three ideas are accepted then community education can be thought of as a process that co-ordinates existing facilities and local physical and human resources so that they match the needs and wants of people from all walks of life. Community education is based on the belief that local resources can be harnessed to solve most community needs and problems and that schools should be significantly involved with that effort. Community educators seek to mobilize all the resources of the community and place them at the disposal of all the people of the community.

The enlarged responsibility of the school in today's society is difficult for some teachers and community members to accept. Unlike the United States where an acceptance of the responsibility for decision making in education is widespread, Australians have been well 'schooled' to think of the teacher (and teacher librarian) as the expert in all areas of education. Teachers are often happy to be considered as experts and the continuation and growth of this belief reinforces the isolation of the school. There is a danger that the teacher will view the community as the servant of the school and not the school as the servant of the community.

Every school is principally concerned with the personal development of the people it serves. Educators know that their clients are products of the environment in which they live and that their achievement is affected by this environment. Educators are not naive enough to believe that people can ignore the influences of home and community life when they enter school each morning or participate in a program during the evening. A school is not an island - it is a vital part of the community and affected by the community.

As a social institution, then, the school has a responsibility to participate in creating a stimulating and challenging community. Such development can only come about when the people of the community are actively involved in a common attack on the problems facing the community *and* in group planning for positive action. Teachers are paid to serve the community and they can best do so when they become sensitive to, and closely involved with, the people they serve.

Members of every community have needs that are not being adequately met. Let us consider the plight of a town like Burra, a typical country town in South Australia.

Burra is like many other rural towns which serve a geographic area of less than 3,000 people. It is not large enough to attract the governmental support of larger communities in Don Dunstan's more favoured green and iron triangles or in the valleys flowing with wine. Its residents do not have easy access to a representative of the Department of Community Welfare, a Tourism and Recreation Officer rarely calls, the Department of Further Education is based many kilometres away, Commonwealth Employment Officers serve from afar and Arts Council productions frequently bypass the town.

The single parent, the unemployed teenager and the adult lacking in stimulation often do not have the knowledge or support to find solutions to their particular needs. Many government departments change their names with such regularity that the uninformed person does not even know where to look in the telephone directory to find assistance.

The District Council of Burra is under siege from all sides and sadly understaffed. It recognises the need, but its councillors already give up much of their time voluntarily. New town planning regulations and the recent reassessment of rates have made the role of the District Clerk and his staff extremely complex.

Criticism is mounting in Burra because city councils are receiving numerous grants which provide extra benefits for their larger communities. It would be to Burra's advantage to employ a full time 'grant getter' to cash in on the multiplicity of grants available from agencies and departments. The day of the professional lobbyist, U.S. style, has arrived for the larger communities, but where does the Burra Council find the money to employ an additional staff member for such a questionable purpose?

The government is committed to regional growth centres but Burra is a poor relation to these centres. It wants to retain its identity and not be a mere appendage to larger towns.

At Burra the largest government institution is the school. What can it do to assist with the development of the community? Can it play a greater role and meet some of the unmet needs of its community?

One service vital to the growth and development of the people of Burra is a library. Until this year the community has been served by Institute Libraries at Burra, Booborowie and Hallett. These three libraries have catered for a regular library clientele of less than 80 people in a community of 2,270. Since April 14th this year the Burra Community School Library has unofficially opened as a Community Library. It presently has in excess of 370 members with a considerable influx expected when the Community Library is officially opened on Sunday, September 24th by the Chairman of the Libraries Board of South Australia. The opening of this library will coincide with the closure of the Burra and Booborowie Institute Libraries.

Our local Library Board of Management, consisting of nominated representatives from the School Council and District Council, is working energetically for the official opening.

As many of you will know the State Government's offer to subsidise school/ community libraries is a scheme that has attracted many small country communities. In Burra's case, a District Council contribution of less than $1,600.00 per year entitles a school/community library to a public library bookstock of approximately 2,300 books along with many journals and periodicals. Our library is also entering into a subsidised scheme for the supply of 600 audio cassettes. The State Government offer is indeed a generous one, but as many South Australians know, it has been a long wait to achieve the kind of library service that has been sadly neglected in the past.

The Burra Community Library is the major feature of the school. We are fortunate to have an excellent library staff led by an outstanding senior librarian, Colin Fidock. Along with Colin we have two part-time teacher-librarians and three library aides. The staff is assisted by a community group called 'the Friends of the Library'. We are fortunate to have such a large library staff but this has been achieved at the expense of generous staffing in other areas of the school.

Reachout has been the main aim of the librarians and staff. Initial projects have aimed at determining needs of the total community. This has been done by a newsletter, press notices, letters to the householder and invitations to local community bodies to hold their meetings in the library and be introduced to the resources available to them.

A *special* reachout service has been directed towards the senior citizens of the community. Groups have spent a pleasant afternoon with the librarians and staff discussing and discovering how best the library can serve them. For the senior citizens unable to visit, a service has been set up via Meals on Wheels, hospital visiting, a trading table of books in the main street, and through branch libraries in the surrounding towns of Booborowie, Mt. Bryan and Farrell Flat.

Possibly one of the most successful ventures to overcome the fear of entering hallowed walls and to erase horrible memories of the past has not only been to meet with various bodies but to open an appeal to establish a paperback library. The purpose of the appeal was twofold:-

1. to test the awareness in the community of previous communications e.g. newsletters, householder notices, etc.; and

2. to discover what response and acceptance the idea of a public library service had.

The result was excellent with over 4,000 paperbacks being donated. The paperback bookstock proved to be most useful in upgrading adult resources which were inadequate and in making future customers aware of the library and familiar with the members of the library staff.

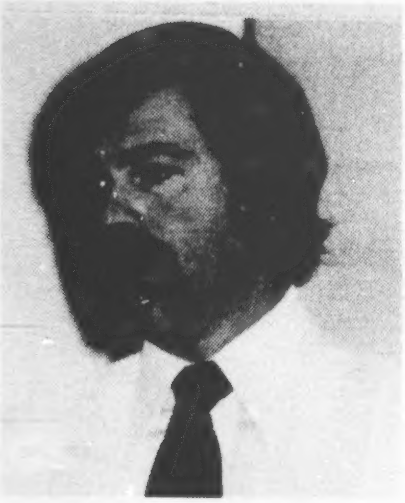
A community library wherever it may be, must aim to serve, support, satisfy and stimulate the needs of staff, students and total community. Librarians associated with such a library must keep well in mind the need to achieve balance between the needs of the school and the needs of the community. One must not be over emphasised at the expense of the other in terms of the total planning and services of such a library or simply at the charging desk. This is a difficult but not impossible task.

It is vital to keep in mind the needs of individuals, no matter how small these may be. Community libraries are people places - librarians must therefore be people orientated. Developmental and recreational needs of community members are growing in emphasis year by year. The librarian must be aware of the socio-economic and employment climate of a community and must liaise closely with Further Education to provide for clients, resources that will give them further confidence in their daily lives. Burra's working relationship with the D.F.E. is particularly fruitful and close links both locally and centrally have been established.

Community librarians, whether school or public based, cannot be all things to all people, but they can best succeed by being aware of the present and future needs of the community in which they live and work.

THE SCHOOL'S INVOLVEMENT IN THE COMMUNITY

Richard Pickburn, Community Education Co-ordinator,
Morialta High School, South Australia



RICHARD PICKBURN

Morialta High School is in its fourth year of operation, and is in the opposite situation from Burra, which Chris McCabe has told you about, as it is situated in a very densely populated residential area of Adelaide. In 1975 we had 450 students, which was beautiful, and in 1976 we had 700, which was optimum, in 1977 we had 1,000, which was stretching it, and this year we have 1,250, which is far from ideal. In that time we have found it more and more difficult to maintain our community program as an integral part of our school's philosophy. The reason is not for want of trying, but because we have to deal with such large numbers.

The school's philosophy of community education is summarised as follows:

"From the outset we have tried to break down the barriers which have tended to separate the school from the community around it. Our approach to this matter is based on two major beliefs:-

1. Students and teachers should use the community as an educational resource. Education will be more relevant and meaningful if students can learn by direct observation and experience. Excursions, camps, community service, outside work experience, can all help in this regard. In addition, parents with particular skills and interests are encouraged to give voluntary assistance or, in some cases, to work as part-time paraprofessionals.

2. The parents and citizens of our community should use the school as a community centre. Schools are far too costly and lavishly equipped to be left empty for a half of each day. We encourage the attendance of adults at classes or the use of the premises for any worthwhile purpose by social, recreational, sporting or cultural groups. Naturally there are certain safeguards and conditions, but the procedures are simple and the amenities available are many and varied. In line with this open-house policy, parents are cordially invited to make informal visits to observe the school in action and to gain some understanding of its aims and practices. Commitment to the concept of a community school is required of all staff members. Custodial and territorial attitudes must be set aside if the aims of the program are to be achieved."

(From Morialta High School brochure.)

I can follow that up with some statistics from Term II of this year. During Term II we had a total of 310 students spend one full day per week for a six-week period outside the school in industrial, clerical and other activities. 35 of those students came from Year 9, 110 from Year 10, 65 from Years 11 and 12. To enable those students to move out of the school on a regular basis, we uphold the premise that the timetable is only there if you have nothing better to do. Secondly, teachers are put in the position of justifying their subject as being more important than what students might be doing elsewhere.

In the area of community service in Term II we had 234 students actively involved outside the school in the following areas: Meals on Wheels kitchens 54 students; Kent Town Pre-School for Retarded Children 10 students; Milpara Nursing Home 62 students; Magill Home for the Aged 56 students; Magill Senior Citizens' Club 27 students. Those 27 were involved in regular carpet bowls competitions, catering, teaching the old folk craft, and cooking. Lastly, Magill Special School took 20 students.

In the area of cross-age instruction, where students were actually running lessons in junior-primary schools in drama, home economics and science, there were a total of 35 students.

And so in Term II, 544 students were involved in some activity in the community, generally unsupervised by staff. Although a lot of preparation goes into the selection of students, motivation of students and laying down of conditions for students by myself and other teachers, those students are under the care of other supervisors in the community during that day or half-day per week.

You might say that that is taking on a tremendous responsibility, but in fact when our school opened we regarded the students as our ambassadors in the community. The school was built without the community being advised or asked in any way, and in fact the building structure blocked the view of Adelaide of a large group of householders who complained bitterly to the Ombudsman, and I can sympathise with them, and so we had a tremendous PR battle in establishing the school in the first place, and we had to become an active part of the community. For a while we opened up our doors and let the community in to the point where we had between 1,000 and 1,200 adults passing through the doors after school hours in any week. We have to sell ourselves to the community.

It is an open plan school, and therefore people had pre-conceived ideas of what open plan education was all about. They wanted their children to go to a traditional academic high school. They knew that we had to put up the goods and prove that we could do all the things expected of a school, plus a bit extra. So we really had to gain the respect of the parents. It was usual in the first two or three years of the school to have four or five hundred parents turn up to parent meetings. Unfortunately, in 1978, while the school has grown, the number of parents attending meetings has been in inverse proportion. We are having to go out and start the fight anew.

The students were the people who sold the school. They did it in a tremendous variety of ways and I would like now to illustrate some of the activities they have been involved in and give you some idea of the range of community involvement.

Mr Pickburn then showed a series of slides illustrating community involvement at Morialta High School. Some of the activities shown were:-

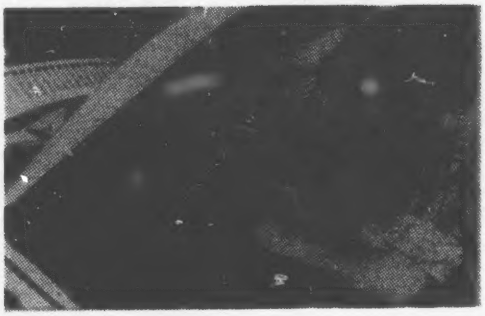
1. *involvement of students in groups in the community, particularly old people, people of ethnic origin, special schools for retarded children;*

2. *drama and entertainment for old people's homes, other schools, and*

the establishment of contact with other groups - note that all these activities are voluntary and are not taken from any particular class;

3. *involvement with old people in ceramics, occupational therapy etc.;*
4. *assistance to people who need help in gardening;*
5. *work experience - a registered craft shop is open to the public;*
6. *educational excursions - murals on a city building site;*
7. *commercial work experience - girls in offices and secretarial work;*
8. *working with animals at Cleland Reserve, Adelaide Zoo;*
9. *nursing - girls working in hospitals; and*
10. *primary schools, kindergartens, child-care centres.*

Child Care Worker



Motor Mechanic

CLOSING ADDRESS

Margaret Chisholm

I count it a rare privilege to summarise and give the concluding words to a stimulating and rewarding conference.

'Being Resourceful' was a very appropriate choice of theme. With social changes, political pressures and economic crunches demanding changes in education, there is certainly a need for professional leadership to be resourceful. So, my commendations to the persons who chose the theme.

Special commendations are in order for Peter Matthews, A.S.L.A. President and Conference Chairman, Jill Stevens, Conference Co-ordinator, and all Conference and Program Committee members. They have done an impressive job, I am sure you all agree. We are all grateful, as the program has had diversity and quality.

I also want to add my thanks to Mike Friganiotis and Liz Burge. Publicity for the conference was impressive, and there was a broad coverage in a diversity of media. It is essential to keep the public informed if we want their support.

There is a story about being resourceful that I cannot resist telling you. This took place around Christmas time, and there was a school Christmas pageant. This pageant was performed by very young children, and a small boy was chosen to be the inn-keeper. Despite much rehearsal, this little boy really could not understand that there was not any room in the inn. He struggled with his lines, and practised saying "There is no room in the inn". Finally the teacher was satisfied and the night of the big production arrived. The inn-keeper was on stage and tiny Mary and Joseph came on, and the inn-keeper had tears in his eyes when he said to them "I'm sorry there is no room at this inn. But, wouldn't you two like to come in for a drink?"

I call that being resourceful. Another challenge that I have is that I was going to try to escape from this conference without telling my favourite story, but I can't do it. I have to tell it. The challenge is that one of my colleagues from the U.S., Don Ely, was so dastardly that he stole my story and told it at the Hobart L.A.A. Conference last year. He knew that it was my story, but I can't resist, I have to tell it anyway on the chance that some of you may not have heard it. I have to tell it because it has such a great moral, and it also combines sex and religion, so it appeals to everyone.

This is the story of a very devout religious lady who bought two parrots at a pet shop. She was shocked and appalled when one of these two female parrots screamed at the other parrot "I'm a wild, wicked, sexy woman!" She was terribly concerned that the parrots would come out with this at a very inopportune moment such as when the parish priest had come to visit. Sure enough, her worst fears were realised but the priest was very sympathetic and suggested a solution to the problem. "What about", he said, "if I take your two female parrots with me down to the parish house, where we have two very devout male parrots. They just sit quietly all day saying their prayers. I am sure they will be a good influence on your parrots."

And so they took the two female parrots down to the parish house and as they were taking them inside they shrieked "We're a pair of wild, wicked, sexy women!" The two male parrots looked at each other and one said "Throw away your beads, brother. Our prayers have been answered!"

I think that is being pretty resourceful, too.

Now on to some comments about the conference.

The multi-screen presentation by John Kirk was truly spectacular, colourful, fast-moving, informative and inspiring.

I should say that my recommendations, or constructive suggestions, will be extremely brief, as when a conference is so nearly perfect as this one was, there is very little that one can say. However, there is one suggestion I wish to make. There were impressive and inspiring authors who appeared on the program - I am sure that many people would have been eager to view, or even to buy, books by these authors. It would have been a service to the authors and to the participants if their books were for sale or at least on display.

Also I have a rather facetious recommendation. Speaking as an overseas visitor, there are some Australian terms which must be clarified. For example, in the United States, when we have supper, this means a full evening meal. I think we should have been warned that this is not the case here, because if we had known that supper only meant wine and cheese, we would have been able to partake much more extravagantly of the Lord Mayor's refreshments.

We all have overall general impressions of a conference. I would like to do something a little different this time for a summary. I will extrapolate from the various presentations what I saw as the gems, the opals of the conference, just the few words or phrases that summarise or characterise in a distilled form some of the images that we all wish to take away with us. I apologise that I do not have time to do this for every speaker; I have chosen these from the sessions I attended. You might like to do the same for the sessions you attended.

Peter Matthews opened the conference by saying "Welcome to Adelaide, the Festival City, the Athens of the Southern Hemisphere".

Sir Mark Oliphant said "No medium can replace the book".

John Bannon: "The concept of the school/community library is becoming increasingly important".

John Steinle, Director-General of Education, spoke at the opening luncheon only in acronyms, and as I cannot understand Australian I understood even less of what he said. Nevertheless here are a few definitions in the same vein:-

- a media professional: one who has so much education that he or she can no longer run a movie projector;
- a multi-media approach: a four colour study print viewed by students while the teacher lectures;
- individually prescribed instruction: 30 different students all listening to the same tape in 30 separate dial-access study carrels; and
- software: what hardware becomes when you drop it a few times.

The Lord Mayor said at the Civic Reception, "I got into trouble when I said that I preferred the Barr Smith Library to the State Library, and you should have seen the letter I got from the State Librarian!"

Robert Morgan said "In the past we justified our existence by processes. Now the public wants to know the outcomes!"

Michael Cooke said "Schools have the task of preparing students for the changing future and as school librarians we must ensure that we are giving our colleagues the right support, the appropriate resources, to enable them to respond to these demands".

Jim Dwyer said "The exact future of the A.S.C.I.S. pilot project is unknown, but we hope we are on the verge of solving one of the most difficult problems facing school libraries". And then came that profound question from the audience "What is the relationship of A.S.C.I.S. to the Mafia? I'm concerned about the hit rates".

Peter Moore said "Remember that the library is an integral part of the learning processes that occur. The school librarian is the one who plays a vital role in the total educational program".

Bill Streat said "Resourcefulness means skill in devising expedients, practical ingenuity. Resourcefulness involves taking control of ourselves as professionals and thus exercising our options as choice makers".

Colin Thiele said "I am so blooming old, I don't even know what the new morality is. I'm interested in what makes people grow. In my day it was character, but I don't even know what the current synonym is. Perhaps, value-systems. Books have a tremendous part to play in that development. Great writing is when you write with the ink of your heart".

Ern Finnis confessed "Australian sentimentality is a myth of the Outback. I cry when I read *Pollyanna*".

Margaret Mahy quoted from one of her own books: '"Hippo-problems, I see", Mrs Squinge said. "A simple pill will solve all difficulties".' Margaret also said that going through a vacuum-cleaner bag changes your perception of space and reality.

Mungo MacCallum was serious when he said "It is often said that if Watergate had happened in Australia it would not have been reported. It is not because our media is necessarily substandard, but because the media is under-staffed because of our small market. The best we can expect is one quality newspaper".

Phyllis Hochstettler quoted from a place mat. She said "Quality is never accidental". I don't care where that quotation came from - it is the gem of the conference. She also predicted that by 1983 Australian librarians would play such a leadership role, that they would become models for other countries.

We also had musical phrases that emerged from this conference. I heard one "Pack it in your car!" and Joyce's inimitable madrigal singers sang "Let's be resourceful, that's our cry! Librarians all, to do or die!"

On behalf of all conference participants and guests here in Adelaide, thanks to the South Australian librarians, thanks to all of the committee members who planned this conference, thanks for the incomparable hospitality, the generosity. There is only one problem that I see at this point, and that is that we will all want to come back.

I want to analyse briefly some of the ingredients which have made this conference such a success. The outstanding ingredient is enthusiasm. You know that saying "Nothing worthwhile was ever accomplished without enthusiasm." I sensed that enthusiasm absolutely pervaded this conference. Other essential ingredients were, of course, resourcefulness, and total commitment.

I would like to end on that note. You, as individuals, are vigorous, enthusiastic, and through your organisation you have a tremendous commitment. You all have limitless potential and I am sure that you will fulfil that potential with style.

CONFERENCE ANTHEMS

(World premiere, Conference Dinner, 31 August, 1978)

I "NOW WE ARE RESOURCEFUL"

(to the tune "Click go the Shears")

On every board that bold logo stands,
Clasping its *stick* in its thin bony hands
You surely know how it prompted my frown
Spec'ly when the first one was imprinted upside down!

CHORUS
Drink up the wine friends - sip, sip, sip!
And we make the most of this brief little trip,
We've learned how deprived from Barossa's vales we are,
But now we are resourceful, we will pack it in the car!

We opened the Conf'rence - began to light our fire
With buildings and guests to which all might aspire;
Sir Mark brought the press - but they treated us with scorn
Until he raised the subject of a little kiddie porn!

We gathered for cocktails in Ad'laide's Lion of Old
With too much Barossa for lean tums to hold;
Some wended their way through the Coal-yard's welcome door
But found that there were sixteen chairs for more than fifty-four.

Bob Morgan turned our attention to P.I.
Fashioned new models we might like to try;
But resourcefulness was of no use to me
My model sat - Row seventeen and I - Row fifty-three!

And then there's Joan Brewer, whose chief role - so it seems,
Is using her guile to frustrate all our schemes,
We'd trap tender morsels quite resourcefully -
Then Joan would warn our captives to beware of him and me!

Since this land conserves - just in case there's a drought
The pubs in Barossa have just been found out
One member of council would not unlock the door
He didn't know the dunny got its water from a bore!

Wes Young and Doug Down

II

"LET'S BE RESOURCEFUL"

(to the tune "We Joined the Navy")

CHORUS

Let's be resourceful
That is our cry
Librarians all
To do or die!
Though Malcolm Fraser's
Taken our money
And we know that
That isn't funny
We're resolved
If we're resourceful
We'll get by!

Let's be resourceful
To do or die
But we always do
And we needn't die!
We are far too busy finding out
The how and where and why
Of library schemes
To match our dreams;
Though systems analysis
Gives us paralysis,
Data retrieval
Isn't so evil,
And all the very best
Technology we'll try.

They tell us that computer banks
Are the things to teach us much
But our States all have quite different ones
Just so that we can never never get in touch!

(Chorus)

We want to welcome
Right here today
Our overseas friends
From far away
There's Robert Morgan
From Tallahassee
And his ideas are
Certainly classy
And we're sure his
Information is okay.
There's Phyllis Hochstettler,
Margaret Chisholm,
Round the Barossa
We're going to whizz 'em,
Just to show as well as work there's
Always play.

And there's Mr Cooke, named Michael,
Who has come from Wales you see;
Now we can all pronounce Aberystwyth
Which shows how very clever we must be.

We've all met author Margaret Mahy
She's the one who's featured next;
We are glad her tales remind us
That illustrations always complement the text.

(Chorus)

Soon we're going home again
The conference is nearly out of time;
In two years more we'll roam again
To get together in Darwin's sunny clime.

(Chorus)

Joyce Cupples

CONFERENCE PROGRAM

SUNDAY 27 AUGUST

5.30 p.m. Cocktail party - Old Lion Hotel, North Adelaide.

MONDAY 28 AUGUST

9.30 a.m. Registration - Festival Theatre, Playhouse Foyer.

11.00 a.m. Official Opening by Sir Mark Oliphant, A.C., K.B.E., F.R.S., M.A., Ph.D., D.Sc. in the Festival Theatre Playhouse.

"Being Resourceful" a multi-screen presentation by John Kirk.

Response by John Bannon, M.P., representing the Premier of South Australia.

Chair: Peter Matthews, President of the Australian School Library Association.

12.30 p.m. Luncheon in the Festival Theatre Restaurant.

Toast to the Australian School Library Association proposed by John Steinle, Director-General of Education in South Australia.

2.30 p.m. Keynote Address - "Learning through Technology".
Dr Robert Morgan, Director of Instructional Systems Development Centre, Florida State University, U.S.A.

Chair: Kitty Peisley, Immediate Past-President, Australian School Library Association.

4.00 p.m. "Australian School Catalogue Information Service".
James G. Dwyer, member of ASCIS Executive and Steering Committees.
Nancy D. Lane, ASCIS Executive Officer.

Chair: E. Gregory Dunne, Chairman of ASCIS Executive and Steering Committees and member of the Schools Commission.

TUESDAY 29 AUGUST

9.30 a.m. "Curriculum, Resources and Information: an overview of the work of the Curriculum Development Centre, Canberra".
John Casey, Head of Information Centre, CDC.

Chair: Bill Sommerville, Secretary of ASLA.

11.15 a.m. "Curriculum Development and Resources - an American View".
Dr Robert Morgan.

Chair: Mr J.R. Giles, Deputy Director-General of Education, South Australia.

12.30 p.m. Official Opening of Exhibitions.
John Gregory, President of S.A. Institute of Teachers.

1.00 p.m. Tours.

2.00 p.m. Seminar Sessions.

1. "Women and the Curriculum".
   Denise Bradley, Women's Adviser to S.A. Education Department.

Chair: Maurice O'Brien, Director of Curriculum, S.A. Education Department.

2. "Australian Resource Utilisation".
Peter J. Moore, Director of the Catholic Education Office, Archdiocese of Canberra and Goulburn.

Chair: Dr Margaret Chisholm, Vice-President, University of Washington, Seattle, U.S.A.

3. "Directions of Curriculum Development in South Australia".
Roy Smallacombe, Assistant Director of Curriculum, S.A. Education Department.

Chair: Dr Robert Morgan.

8.00 p.m. Public Lecture - "Australia Revisited: 1970-1978".
Professor Phyllis Hochstettler, Portland State University, U.S.A.

Chair: Joan Brewer, Senior Lecturer in School Librarianship, Adelaide C.A.E.

In the State Library Lecture Theatre.
Supper in the State Library.

WEDNESDAY 30 AUGUST

9.30 a.m. "With pictures they are not the same words".
Margaret Mahy, New Zealand children's author and librarian.

Chair: Juliana Bayfield, Senior Young People's Librarian, State Library of S.A.

11.15 a.m. "Being Resourceful - taking control".
Bill Streat, Director of the Innovations Program of the Schools Commission.

Chair: Jim Rea, Chairman, S.A. Innovations Program.

1.00 p.m. Tours

2.00 p.m. "Children's Literature Dialogue".
Colin Thiele, children's author and educator.
Margaret Mahy, children's author and librarian.
Ern Finnis, teacher and lecturer in children's literature.

Chair: Julie Dow, Senior Lecturer in School Librarianship, Murray Park C.A.E.

3.30 p.m. "The Giant Devil Dingo" 16mm film by Weston Woods.

Evening: Theatre and film parties.

THURSDAY 31 AUGUST

9.30 a.m. "Mass Media as an Educational Resource".
Dr Margaret Chisholm, Vice-President for University Relations and Development, University of Washington, Seattle, U.S.A.

Chair: Colin Dunnett, Principal Education Officer, S.A. Educational Technology Centre.

11.15 a.m. "Mass Media in Australia".
Mungo MacCallum, Political Journalist.

Chair: Mike Friganiotis, Lecturer-Librarian, S.A. Department of Further Education.

1.00 p.m. Tours

2.00 p.m. Seminar Sessions.

4. "Information Retrieval in the School Library".
Dagmar Schmidmaier, Lecturer, Kuring-gai C.A.E.

Chair: Dr Nancy Lane, Lecturer, University of Adelaide.

5. "Educational Technology: Back to Square One".
Dr Deane W. Hutton, Head of Educational Technology Centre, Salisbury C.A.E.

Chair: Dr Robert Morgan.

6. "Designing Resource-Based Learning".
Michael J. Cooke, Senior Lecturer, College of Librarianship, Wales.

Chair: Dr Margaret Chisholm.

Evening: Conference Dinner-Dance, Once a Jolly Swagman Restaurant.

FRIDAY 1 SEPTEMBER

9.30 a.m. Ethnic Resources Panel:
"Ethnic Resources in School Libraries".
Ann Beaumont, Lecturer-Librarian, Language and Migrant Education Centre, S.A. Development of Further Education.

"Ethnic Resources in Schools".
Nancye Stanelis, Teacher-Librarian, Cowandilla Primary School, S.A.

"Resources for Aboriginal Studies".
Joyce Cupples, Aboriginal Studies Curriculum Committee.

"Multi-Cultural Education Materials - resources from the communities for the community".
Irene Donohoue Clyne, Multi-Cultural Education Materials Project.

Chair: Alex Gardini, Ethnic Affairs Adviser to Premier of S.A.

11.15 a.m. Seminar Sessions.

7. "School Librarians and Public Broadcasting".
Keith Conlon, Producer/Manager 5UV.

Chair: Ralph Fairbrother, Director of Multi-Media Centre, Regency Park Community College, S.A. Department of Further Education.

8. "Alternative Resources".
Gael Fraser, Librarian, the Parks Community Centre.

Chair: Margaret Broadhead, Lecturer-Librarian, Rusden State College and ASLA Councillor.

9. "Development of Public Libraries in S.A."
J.A. Crawford, Chairman, Libraries Board of S.A.

"School/Community Libraries in Australia".
J.G. Dwyer, Supervisor of School Libraries in S.A.

Chair: Mr L.A. Kloeden, Director-General, S.A. Department of Further Education.

10. "Community Education".
Chris McCabe, Principal, Burra Community School, S.A.

"The School's Involvement in the Community".
Richard Pickburn, Senior in Community Relations, Morialta High School, S.A.

Chair: Tony Brown, Superintendent of Education Resources, S.A. Department of Further Education.

2.00 p.m. Closing Address.
Dr Margaret Chisholm.

Chair: John Ward, ASLA Vice-President.

3.00 p.m. Cocktail party.

Evening: Computer Dinner Date.

SATURDAY 2 SEPTEMBER

ASLA train to Barossa Valley.

10.00 a.m. Train departs Adelaide Railway Station.

Lunch at Kaiser-Stuhl Winery.

4.45 p.m. Train returns to Adelaide Railway Station.

PARTICIPANTS

AUSTRALIAN CAPITAL TERRITORY

Balnaves, John
Barlow, Alex
Barton, Margaret
Bellineanta, Tony
Boyle, Maureen
Casey, John
De Cure, C.I.
Dixon, Kate
Duffield, Sandra
Haigh, Colleen
Hill, Marji
Knight, Helen
MacCallum, Mungo
Moore, Peter
Myers, Molly
Oliphant, Sir Mark
Peisley, Kitty
Streat, Bill
White, Dennis

NEW SOUTH WALES

Baker, Colin
Booth, June
Bower, Gordon
Broadbent, Robert
Brown, Sr Elizabeth
Carmichael, Diane
Cassidy, Gloria
Clare, M.B.
Cram, Jenny
Crewe, Judy
Graham, Eunice
Green, Sr Veronica
Jarrett, Trevor
Kolder-Wicks, Ineke
Letchford, Susan
McCormack, Peter
McWhirter, Kay
Morton, Marion
Richards, Janine
Schmidmaier, Dagmar
Shintah, Jo
Sommerville, Bill
Watmuff, Joyce

NORTHERN TERRITORY

Fitzgerald, Brian
Fong, Michael
Jennex, Gil
Mills, Horrie
Stiller, Margaret

QUEENSLAND

Beavis, Judith
Cawte, Pat
Coghlan, Helen
Cooper, Janice
Dawson, D.
Diamond, Maureen
Hunter, Judy
McCool, Colette
Palmer, Val
Parker, Elizabeth
Riggs, Jennifer
Rylance, Merrilyn

SOUTH AUSTRALIA

Bannon, John
Bartlett, Barrie
Beales, Elaine
Beaumont, Ann
Beaumont-Smith, Pamela
Blyth, Judith
Bradley, Denise
Brannigan, Molly
Brewer, Joan
Broesder, Carla
Bullen, Carolyn
Burden, Margaret
Byass, Linda
Cameron, Sr Regina
Carey, Elaine
Cartmel, Betty
Chalmers, Annette
Chinner, Alma
Comas, Rosaline
Conlon, Keith
Cook, John
Cupples, Joyce
Davis, Ellen
Crawford, Jim
Culshaw, Ilana
Deer, Roma
Dwyer, Jim
Ferguson, Alan
Finch, Pat
Finnis, Ern
Flaherty, Anne
Franklin, Erna
Fraser, Gael
Friganiotis, Dianne
Friganiotis, Michael
Furnell, Iris
Gapper, Sandra
Gauld, Val
Geyer, Dawn
Gifford, Kaye
Grantskalns, Erika
Grills, Alice
Griscti, Grace
Hazell, Anne
Henderson, Marie
Holden, Ailsa
Hutton, Deane
Ingham, Shirley
Jenkin, Robyn
Jones, Gwen
Kelly, Gerda
Kilpin, Eleanor
Lisacek, Betty
Lothian, Viv
McCabe, Chris
McDonald, J.
McKee, Betty
Mackenzie, Julie
Marchant, Chris
Matthews, Anne
Matthews, Peter
May, Anne
Meyer, Esme
Milton, Pam
Mitchell, Wayne
Mobley, Valerie
Murrie, Jill
Netherton, George-Anne
Nimon, Maureen
O'Keefe, Joan
Owen, Richard
Pickburn, Richard
Quinn, Helen
Read, Cheryl
Richards, Enone
Robert, Sr Mary
Rolfe, Caroline
Sanderson, Gay
Searle, Heather
Shepherd, Michael
Simpson, Anne
Smallacombe, Roy
Smith, Elizabeth
Smith, Margaret
Stanelis, Nancye
Stanley, Ann
Stevens, Jill
Styles, Judy
Sweeney, Sr Therese
Taylor, Pat
Thiele, Colin
Thyer, Jo
Treloar, Jenny
Van Wageningen, Jenny
Vincent, Heather
Waite, Roma
Wayte, D.E.
Weir, Robina
Worsfold, Kaye
Worthington, Elizabeth
Wright, Julie

TASMANIA

Bridgland, Angela
Foster, Graeme
Groot, Barbara
Hickman, Leslie
Lewis, Marie
Stirk, Robina
Timbs, Judith
Walters, Wendy

VICTORIA

Adams, Janet
Awcock, Chris
Bayly, Cynthia
Beggs, Anne
Bird, Ruth
Broadhead, Margaret
Broud, Lalita
Carey, Sr Rita
Chenoweth, Kaye
Clyne, Irene Donohoue
Colville, Berres
Cotter, Patricia
Davidson, Jennifer
Down, Doug
Dudley, Jan
Falcone, Lorna
Fitzpatrick, Kath
Flora, Rosemary
Ganderton, Lois
Gilbert, Carmel
Gittins, Pat
Goode, Margaret
Goodman, Jo
Gordon, Les
Gubbins, Richard
Hadiswojo, Soemarno
Hall, Douglas
Handford, John
Hill, Neva
Hunt, Hebe
Hurley, Yvonne
Jacoub, T.
Jansen, Martin
Jenkins, Janice
Joyce, Joan
Kealty, Bill
Kennedy, Beth
Lamont, George
Lawn, Colin
Loffler, Dorothy
Luscombe, Sr Mary
McCulloch, Areta
McNabb, Bena
Mannes, Sr Frances
Manton, Barbara
Mason, W.
Meacham, Mary
Meeuwissen, Irene
Nicholson, Fay
Ogilvie, Fiona
O'Keeffe, Maureen
O'Keeffe, Patricia
O'Shea, Sr Cecilia
Parish, Sr Florence
Pelchen, Doris
Phoenix, Diana
Ryan, Thea
Saldanery, Gesse
Shaw, Sally
Sheen, Barry
Spark, Anne
Sproull, Barry
Stewart, Rosalie
Thomas, Sr Majella
Ward, John
Welch, Jan
West, Frank
Wheatley, Alan
Wijono, Mr
Williams, Jocelyn
Wilson, Gary
Young, Wes

WESTERN AUSTRALIA

Blakeway, Denis
Brandsma, Arjen
Jones, Jenny
Smith, Lew
Smyth, Kathleen
Wilson, June

OVERSEAS

Chisholm, Dr Margaret (U.S.A.)
Cooke, Michael (Wales)
Hochstettler, Prof. Phyllis (U.S.A.)
Mahy, Margaret (N.Z.)
Morgan, Dr Robert (U.S.A.)

EXHIBITIONS

1. FIELD EDUCATIONAL ENTERPRISES PTY. LTD.

44 Pirie Street,
Adelaide, S.A. 5000. Telephone: (08) 212-1988

Contact person: Mrs H. Barry

Details of display: Encyclopedias and general reference resources.

2. BELLBIRD AUDIO VISUAL

204-206 York Street,
South Melbourne, Vic. 3205. Telephone: (03) 699-2958

Contact person: George Lamont

Details of display: Local and overseas audio-visual software, Northside productions, listening library, Transapt, overhead projection, transparencies, etc.

3. & 4. BROWNBUILT LTD.

120 Daws Road,
Edwardstown, S.A. 5039. Telephone: (08) 276-5111

Contact person: A.D. English

Details of display: Library shelving and audio-visual equipment.

5. GRAND SPECIALTIES

P.O. Box 6152,
Hay Street East,
Perth, W.A. 6000. Telephone: (09) 279-1271

Contact person: John Clements

Details of display: Audio-cassettes and other audio-visual software.

6. FORDIGRAPH (S.A.) PTY. LTD.

P.O. Box 2444,
Adelaide, S.A. 5001. Telephone: (08) 332-1844

Contact person: A.J. Finlayson

Details of display: Book repair and binding equipment, laminating and dry mounting equipment, library catalogue systems etc.

7. ASHTON SCHOLASTIC

254 Halifax Street,
Adelaide, S.A. 5000. Telephone: (08) 223-7563

Contact person: Gavin Shepherd

Details of display: Books and kits.

8. DUFF STEEL INDUSTRIES PTY. LTD.

P.O. Box 363,
Sutherland, N.S.W. 2232. Telephone: (02) 521-8333

South Australian agent:

E.M. Vivian & Co.,
57 Beulah Street,
Norwood, S.A. 5067. Telephone: (08) 42-4516

Contact person: Eric Vivian

Details of display: Australian Design Award Vista Shelving (Metric) systems, Vista Study/A.V. Carrels, new book trucks, sit-step and colourful accessories.

9. & 10. PHOTIMPORT (AUSTRALIA) PTY. LTD.

7 Manton Street,
Hindmarsh, S.A. 5007.

Contact person: Mr R. Johnson

Details of display: Photographic hardware and software, audio-visual hardware and software, seal laminating hardware and software.

11. WILLIAM COLLINS PUBLISHERS

608 St Kilda Road,
Melbourne, Vic. 3004. Telephone: (03) 529-1488

Contact person: Richard Parslow

Details of display: New and recent books from Collins, Bodley Head, Readers Digest, Fontana and Pan.

12. & 13. RAECO LIBRARY EQUIPMENT PTY. LTD.

2 Roberna Street,
Moorabbin, Vic. 3189. Telephone: (03) 553-0255

Contact persons: Mrs Barbara Peters or Miss Janet Meade

Details of display: A wide range of library equipment products and T.V. monitor for video display.

14. DUNN & MASON (AUSTRALIA) PTY. LTD

114-118 Miller Street,
West Melbourne, Vic. 3003. Telephone: (03) 328-2558

Contact person: W. Mason

Details of display: Wide range of books.

15. SEBEL OPERATIONS PTY. LTD.

139 Currie Street, (cnr. Light Square)
Adelaide, S.A. 5000. Telephone: (08) 212-1899

Contact person: J.L. Sanders

Details of display: Storage and handling systems (library and school), mobile freestanding and wall mounted flexible.

16. JACARANDA WILEY LTD.

303 Wright Street,
Adelaide, S.A. 5000. Telephone: (08) 51-6827

Contact person: Chris O'Connor

Details of display: A wide range of book materials and audio-visual software.

17. PITMAN PUBLISHING PTY. LTD.

158 Bouverie Street,
Carlton, Vic. 3053. Telephone: (03) 347-3055

Contact person: Ron Coleman

Details of display: Books and audio-visual software on a wide range of topics - commerce, secretarial, photography, english, reading, drama, art, craft, graphics, etc.

18. G. HUDSPETH EDUCATIONAL

9 Montrose Street,
East Hawthorn, Vic. 3123.

Contact person: Ray Elliott

Details of display: Heat laminating services and other associated library products.

19. 3M AUSTRALIA PTY. LTD.

P.O. Box 99,
Pymble, N.S.W. 2073. Telephone: (02) 498-0033

Contact person: Barry J. Searle

Details of display: Book detection systems and microfilm equipment.

20. THOMAS NELSON (AUSTRALIA) PTY. LTD.

95 Currie Street,
Adelaide, S.A. 5000. Telephone: (08) 51-4454

Contact person: Dorothy Goss

Details of display: General books.

21. MacMILLAN COMPANY OF AUSTRALIA PTY. LTD.

9 Hackney Road,
Hackney, S.A. 5069. Telephone: (08) 42-2640

Contact person: Bob Brady

Details of display: New and recent publications of MacMillan Company.

22. & 23. ROCHDALE INTERNATIONAL POSTERS PTY. LTD. and MULTIPLAN FILING CO.

Rochdale International Posters Pty. Ltd.,
23-25 Derby Street,
Collingwood, Vic. 3066. Telephone: (03) 419-3044

Multiplan Filing Co.,
25 Palmerston Street,
Kogarah, N.S.W. 2217.

Contact persons: Bob Rochford and John I. Sherwood

Details of display: Wide range of posters and poster storage equipment.

MEZZANINE FLOOR

1. School Libraries Branch.
2. Educational Technology Centre.
3. National Library of Australia.
4. S.A. Craft Association.
5. Australian Institute of Aboriginal Studies.